

**For Reference**

**NOT TO BE TAKEN FROM THIS ROOM**



# For Reference

NOT TO BE TAKEN FROM THIS ROOM

Ex LIBRIS  
UNIVERSITATIS  
ALBERTAENSIS





Digitized by the Internet Archive  
in 2019 with funding from  
University of Alberta Libraries

<https://archive.org/details/studyofcausesoft00eric>









THE UNIVERSITY OF ALBERTA

A STUDY OF THE CAUSES OF TEACHER TRANSFER IN A SCHOOL SYSTEM

by

ERIC GEORGE HOHN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

OCTOBER, 1964





UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Study of the Causes of Teacher Transfer in a School System" submitted by Eric George Hohn in partial fulfilment of the requirements for the degree of Master of Education.





## ABSTRACT

The main purpose of this study was to determine the causes of teacher transfer within the Edmonton Public School System. An attempt was made to interpret the causes of teacher transfer in terms of Guba's model of internal administrative relationships. The writer assumed that job dissatisfaction, manifested in the form of teacher transfers, created alienating forces within a school. Isolation of the causes of teacher transfer lead to identification of the existent job dissatisfaction and thence to identification and measurement of some of the alienating forces prevalent within the schools. At appropriate points the findings of this study were compared with evidence in related studies.

The data were collected by mail through the use of questionnaires. Teachers who transferred or requested transfers to teach in different positions during the period June 1961 to June 1962 were involved in this study. Approximately 60 per cent of the questionnaires were returned. The data from these questionnaires were coded and mechanical means were used to assist in the analysis. The questionnaire required respondents to indicate their personal and professional characteristics and to identify causes of teacher transfer from among six different groups of related factors pertinent to teacher transfer.

It was concluded that the most influential group of causes of teacher transfer was personal and family factors. Administration and supervision factors appeared as the second most influential group of causes of teacher transfer. Training and professional factors were the



third most influential group of causes of teacher transfer. School-community factors, pupil factors, and working conditions appeared respectively as the fourth, fifth and sixth most influential groups of causes of teacher transfer.

A further conclusion was that fourteen of the causes of teacher transfer isolated by this study are partially controllable by the administrators of a school system, and nine are definitely controllable. An inverse relationship between the significance of cause of teacher transfer and the ability of school administrators to control it was generally true of all the causes of teacher transfer isolated by this study.

The principal recommendations were that areas of responsibility and delegation of authority pertinent to each administrative official should be more clearly defined; increased use should be made of new instructional media and staff utilization projects to give teachers greater instructional versatility and increased ability to accommodate individual differences within classes; more instructional, administrative leadership should be made available; lines of administrator-staff communication should be re-opened; and, teachers should be placed as close as possible, geographically, to their home or adjacent districts.





## ACKNOWLEDGEMENTS

The writer is indebted to the teachers in the Edmonton Public School System for their cooperation in responding to lengthy questionnaires at the busiest time of the school year. The cooperation of Mr. M. J. V. Downey, Personnel Officer, Educational, for the Edmonton Public School Board, who made the necessary files available for this study, was sincerely appreciated. Gratitude is also expressed to Mr. H. K. Adamson whose thesis was of assistance in this study.

The guidance and direction of Dr. L. D. Nelson, Dr. E. Miklos and especially of my advisor, Dr. F. Enns, is acknowledged.

Lastly, the writer wishes to acknowledge the patience, encouragement and understanding of his wife, Mary, during the period of his completing this study.





## TABLE OF CONTENTS

CHAPTER	PAGE
I. STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS . . . . .	1
Introduction . . . . .	1
The Problem . . . . .	2
Statement of the Problem . . . . .	2
Need for the Study . . . . .	4
Definition of Terms . . . . .	6
Assumptions . . . . .	8
Delimitation of the Study . . . . .	8
II. A THEORETICAL MODEL AND A REVIEW OF RELATED STUDIES . . . . .	10
Theoretical Model . . . . .	10
Review of Related Studies . . . . .	16
School-Community Factors . . . . .	16
Administration and Supervision Factors . . . . .	19
Pupil Factors . . . . .	25
Working Conditions . . . . .	25
Training and Professional Factors . . . . .	28
Personal and Family Factors . . . . .	29
Summary of Chapter II . . . . .	32
III. COLLECTION, ORGANIZATION, AND TREATMENT OF DATA . . . . .	34
The Questionnaire . . . . .	34
Collection of Data . . . . .	35
Organization of Data . . . . .	35
Treatment of Data . . . . .	36



## CHAPTER

## PAGE

## IV. PERSONAL AND PROFESSIONAL CHARACTERISTICS OF THE TRANSFEREES:

## TYPES OF SCHOOLS AND TEACHING POSITIONS INVOLVED IN

TRANSFER . . . . .	40
Marital Status, Sex and Age . . . . .	40
Annual Salary . . . . .	43
Teaching Experience . . . . .	44
Professional Training . . . . .	47
Types of Schools Involved . . . . .	49
Types of Teaching Positions Involved . . . . .	52
Summary of Chapter IV . . . . .	54

## V. AN ANALYSIS OF THE MAJOR CAUSES OF TEACHER TRANSFER AS

INDICATED IN PARTS A, B AND C OF THE QUESTIONNAIRE . . . . .	56
An Overview of Section 11 of the Questionnaire . . . . .	56
Part A: School-Community Factors . . . . .	57
Part B: Administration and Supervision Factors . . . . .	60
Part C: Pupil Factors . . . . .	68
Summary of Chapter V . . . . .	73

## VI. AN ANALYSIS OF THE MAJOR CAUSES OF TEACHER TRANSFER AS

INDICATED IN PARTS D, E AND F OF THE QUESTIONNAIRE . . . . .	75
Part D: Working Conditions . . . . .	75
Part E: Training and Professional Factors . . . . .	81
Part F: Personal and Family Factors . . . . .	85
Summary of the Responses to Parts G, H and I of the Questionnaire . . . . .	90



CHAPTER	PAGE
Summary of Chapter VI . . . . .	91
VII. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . . .	93
Summary of the Investigation . . . . .	93
Summary of the Conclusions . . . . .	96
Comparison with Findings of Related Studies . . . . .	100
Major Groups of Causes of Teacher Transfer . . . . .	102
Control Over Causes of Transfer . . . . .	105
Recommendations for Reduction of Teacher Transfer . . . . .	109
BIBLIOGRAPHY . . . . .	113
APPENDIX A . . . . .	118
APPENDIX B . . . . .	130





## LIST OF TABLES

TABLE		PAGE
I.	Marital Status of Transferees During June 1961 to June 1962 . . . . .	40
II.	Sex and Age of Transferees During June 1961 to June 1962 .	42
III.	Annual Salary of Transferees During June 1961 to June 1962	43
IV.	Teaching Experience of Transferees During June 1961 to June 1962 . . . . .	45
V.	Professional Training of Transferees During June 1961 to June 1962 . . . . .	47
VI.	Number of Transferees Working, During June 1961 to June 1962, Toward Higher Qualifications . . . . .	48
VII.	Qualifications Sought by Transferees During June 1961 to June 1962 . . . . .	49
VIII.	Summary of Teacher Transfers Between School Types During June 1961 to June 1962 . . . . .	50
IX.	Summary of Teacher Transfers Between Teaching Positions During June 1961 to June 1962 . . . . .	52
X.	Profile of the Potential Transferee . . . . .	54
XI.	Major Causes of Teacher Transfer in the School-Community .	58
XII.	Administration and Supervision Factors as Major Causes of Teacher Transfer . . . . .	62
XIII.	Pupil Factors as Major Causes of Teacher Transfer . . . .	69
XIV.	Working Conditions as Major Causes of Teacher Transfer . .	76



## TABLE

## PAGE

XV.	Training and Professional Factors as Major Causes of Teacher Transfer . . . . .	82
XVI.	Personal and Family Factors as Major Causes of Teacher Transfer . . . . .	86
XVII.	Marital Status of Transferees According to Parts of the Questionnaire . . . . .	119
XVIII.	Sex of the Transferees According to Parts of the Questionnaire and Transferees' Marital Status . . . . .	119
XIX.	Age of the Transferees According to Parts of the Questionnaire, Transferees' Marital Status and Sex . . . . .	120
XX.	Annual Salary of Transferees According to Parts of the Questionnaire, Transferees' Marital Status and Sex . . . . .	121
XXI.	Transferees' Teaching Experience in Alberta According to Parts of the Questionnaire, Transferees' Marital Status and Sex . . . . .	121
XXII.	Transferees' Teaching Experience in Other Provinces According to Parts of the Questionnaire, Transferees' Marital Status and Sex . . . . .	122
XXIII.	Transferees' Teaching Experience in Other Countries According to Parts of the Questionnaire, Transferees' Marital Status and Sex . . . . .	122
XXIV.	Transferees' Teaching Experience With the Edmonton Public School System According to Parts of the Questionnaire, Transferees' Marital Status and Sex . . . . .	123



## TABLE

## PAGE

XXV.	Professional Training of Transferees According to Parts of the Questionnaire, Transferees' Marital Status and Sex .	124
XXVI.	Transferees Seeking Additional Qualifications According to Parts of the Questionnaire, Transferees' Marital Status and Sex . . . . .	125
XXVII.	Additional Qualifications Sought by Transferees According to Parts of the Questionnaire, Transferees' Marital Status and Sex . . . . .	125
XXVIII.	Types of Schools Teachers Transferred from According to Parts of the Questionnaire, Transferees' Marital Status and Sex . . . . .	126
XXIX.	Types of Schools Teachers Transferred to, According to Parts of the Questionnaire, Transferees' Marital Status and Sex . . . . .	127
XXX.	Positions Held by Transferees Prior to Transfer According to Parts of the Questionnaire, Transferees' Marital Status and Sex . . . . .	128
XXXI.	Positions Held by Transferees Following Transfer According to Parts of the Questionnaire, Transferees' Marital Status and Sex . . . . .	129





## LIST OF FIGURES

FIGURE	PAGE
1. Guba's Model of Internal Administrative Relationships . . . .	14



## CHAPTER I

### STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

#### I. INTRODUCTION

One unique task of administrators is to mediate all influential aspects of their institution so as to effect behavior which is organizationally useful and humanly satisfying.

School administrators attempt to manage their institutions so as to provide their teachers with working conditions conducive to good motivation and high morale. Schools and school systems have established orientation programs, carefully balanced teaching loads, well designed classrooms and attractive teachers' lounges and have found to their dismay that these attempts to woo, win and keep their staffs have not, of themselves, necessarily produced enthusiastic, satisfied teachers. This implies that more subtle forces are at work. What are these forces and can they be controlled or at least directed? Studies by Chase<sup>1</sup> point out that the actual physical situation is not as influential in job satisfaction as the teacher's personal interpretation of a given situation.

Working conditions thought to be ideal by the school administration may, in fact, be thought of as quite unsatisfactory by the teachers. Conversely, teachers may be well satisfied with working conditions

---

<sup>1</sup>Francis S. Chase, "Factors for Satisfaction in Teaching," Phi Delta Kappan, XXXIII (November, 1951), 127-132.



thought to be rather undesirable by the administration. Administrators of school systems may be giving much attention to such tasks as planning and improving physical facilities and making provision for instructional supplies and equipment rather than to the complex task of creating effective harmonious relationships among the staff. The ultimate in a school situation exists when the administrators' and teachers' concepts of satisfactory working conditions are coincidental.

There have been efforts to establish criteria for job satisfaction; perhaps a look at, and an attempted measurement of, the relationship between job dissatisfaction and teacher transfer will develop insight into the forces underlying the seemingly inexplicable differences between the attraction, power of retention, morale, administrative efficiency and staff effectiveness of various school systems and of schools within a single system, all endeavoring to structure and effect the most functional educational programs possible.

## II. THE PROBLEM

### Statement of the Problem

Although the administrators of a school system may believe that all their teachers perform under conditions highly conducive to job satisfaction, this may be only relatively true, with the teachers interpreting the situation quite differently. The extent to which the concepts of the teachers and the administrators are incongruent may be manifested in a variety of ways, one being teachers' transfers and requests for transfer to other schools in the system.

The purpose of this study is to investigate the causes of teacher





transfer within the school system and to attempt to discover the extent to which these transfers and requests for transfer resulted from various types of job dissatisfaction.

Other studies<sup>2</sup> of teacher transfer and mobility have listed salary as a major cause of transfer. Since the same salary schedule is in effect throughout the school system the study of only this one system serves to control the salary factor, enabling greater attention to be paid to all other factors. Cognizance of significant causes of teacher transfer that can be wholly or partially controlled by a school system will be valuable to the school system in that, by reducing or eliminating these causes, increased effectiveness and efficiency should result.

The major problem has been divided into the following sub-problems:

1. Transfers between which types of schools occurred most frequently?
2. Transfers between which types of teaching positions occurred most frequently?

---

<sup>2</sup>See, for example, the following: S. A. Anderson and R. S. Conville, "Teacher Turnover in Cole's County, Illinois," Educational Administration and Supervision, XXXXII (1956), 10; W. W. Charters, Jr., "What Causes Teacher Turnover?" School Review, LXIV (1956), 294-99; W. S. Elsbree, "Getting and Keeping Able Teachers," Teachers' College Record, LX (1959), 327-36; J. F. K. English, "Current Methods of Recruiting and Retaining Teachers," Canadian Education, V:6 (1949-51), 90; W. S. Harris, "Why Teachers Leave the Profession," Ohio School, XXXVI (November 1958), 26-27; J. McLaughlin and B. Nicholson, "Why Teachers Quit Teaching," Nation's Schools, LVIII (November, 1956), 60-61; E. Rogers and M. Saffir, "Chicago's Plan for Aiding High Transiency Schools," National Educational Journal, XLV (December, 1956), 580-82; M. F. Williams, "To Attract and Hold Good Teachers," School Executive, LXXIX (September, 1959), 66-68.



3. What was the profile of the teacher in the school system who possessed greatest potential to transfer or request transfer?
4. How do the major causes of teacher transfer cited in related studies compare with the causes isolated in this study?
5. What alienating forces existent in the schools precipitated the greatest number of teacher transfers?
6. To what extent were the causes of teacher transfer in the school system controllable by the administrators?

### Need for the Study

Teacher transfer can be classified into two broad types: (1) transfer from one school to another, both schools being within the same school system--referred to as "intra-system" transfer--and (2) transfer from one school to another, the schools being administered by different schools systems--known as "inter-system" transfer. Administrators feel that teacher transfer of either type causes administrative inconvenience, prevents school systems from achieving staff stability and/or continuity, and thus makes school and staff morale more difficult to maintain or improve. It is commonly believed that the quality of instruction often decreases, or at least improvement is restricted, if teachers are not retained. The extent of inter-system transfer is evidenced in the following statements.

In 1954-55 one out of every four high school teachers left their positions in schools across the United States. There were 3,000 turnovers recorded in the state of Illinois alone. The cumulative effects of these withdrawals over the nation as a whole make teacher turnover one of the major problems of the day.<sup>3</sup>

---

<sup>3</sup>Charters, loc. cit.



According to a study by the United States' Office of Education, during the 1957-58 academic year the schools lost 10.9 per cent of their teachers through turnover. This figure represented a loss to the teaching profession of 137,000 classroom teachers during the year under study.<sup>4</sup>

According to the Cameron Commission Report of 1959,<sup>5</sup> Alberta teacher mobility in the period March, 1957, to March, 1958, was eleven per cent and sixteen per cent between March, 1956, and March, 1958. The anticipated mobility as determined by the teachers' personal predictions, between March, 1958, and March, 1959, was eighteen per cent.

The studies cited above involve teacher movement from system to system or out of the profession. Many of the variables causing this movement are uncontrollable by a single school system. A study of transfers entirely within a single system eliminates, or at least reduces, all strictly inter-system variables enabling emphasis to be placed on intra-system variables. It is conceivable that some variables may be common to both inter- and intra-system relationships; however, intra-system variables, once isolated, should be subject to control by the administrators. This intra-system study will be of more immediate value to educational administrators than other inter-system studies involving many political, economic, geographical and sociological variables which are inevitable and relatively independent of any one school system.

No one expects to overcome teacher mobility and transfer entirely,

---

<sup>4</sup>Robinowitz Crawford, "A Study of Teachers' Careers," School Review, LXVIII (1960), 377-99.

<sup>5</sup>S. A. Lindstedt, "The Alberta Teacher Force in 1957-58--A Summary," Report of the Royal Commission on Education in Alberta (Edmonton: November, 1959), 341.

The first part of the paper discusses the importance of the study and the objectives of the research. It then proceeds to a literature review, followed by a description of the methodology used in the study. The results of the study are presented in the next section, followed by a discussion of the findings and their implications. The paper concludes with a summary of the main points and a list of references.

The study was conducted in a laboratory setting, using a series of experiments to measure the effect of different factors on the rate of reaction. The results show that the rate of reaction is significantly affected by the concentration of the reactants, the temperature, and the presence of a catalyst. The study also found that the rate of reaction is not affected by the surface area of the reactants.

The findings of the study have important implications for the field of chemistry, particularly in the area of reaction kinetics. They provide a better understanding of the factors that control the rate of reaction, which is essential for the design of chemical processes. The study also has practical applications in the field of materials science, where the rate of reaction is a key factor in the development of new materials.



but when its magnitude reaches thirteen per cent annually in Indiana,<sup>6</sup> fifteen per cent annually in British Columbia,<sup>7</sup> fifteen per cent annually in Alberta,<sup>8</sup> thirty per cent annually in Illinois to seventy-two per cent in four years in New Jersey,<sup>9</sup> some effort to increase teacher retention seems necessary. Dunn states:

. . .When teacher turnover passes the point that can be explained by personal reasons (retirement, pregnancy, illness, a family move) then the administrator had better start looking for the clues. And chances are that he will find. . .that there are trouble spots within his school that are sending his teachers off in search of greener pastures elsewhere.<sup>10</sup>

### Definition of Terms

Teacher transfer. For the purposes of this study a teacher transfer meant "intra-system transfer," that is, any teacher-initiated change or requested change in teaching position from one school to another, the schools having different principals but being within the same school system. No distinction was made in the text between teachers who actually transferred and those who requested transfers.

Transferee. This term was used throughout the thesis as an

---

<sup>6</sup>W. A. Philips, "Can We Reduce Teacher Turnover?" Phi Delta Kappan, XXXVIII (April, 1957), 272-274.

<sup>7</sup>J. F. K. English, "Current Methods of Recruiting and Retaining Teachers," Canadian Education, V:6 (1949-51), 90.

<sup>8</sup>Lindstedt, loc. cit.

<sup>9</sup>B. F. Dunn, "Do You Know Why Your Teachers Resign?" Overview, II (June, 1961), 32.

<sup>10</sup>Ibid.



alternate term referring to a teacher or teachers who transferred or requested transfer.

School community. A school's attendance area, that is, the geographical area from which the school drew its student population.

Major cause of transfer. A major cause of transfer was defined for the purposes of this study as a dissatisfaction included in Section II of the questionnaire that elicited twenty-five or more responses and yielded a median score equal to or greater than 0.36.

Idiographic elements. The needs, desires, attitudes, motivations and predispositions arising within individual human beings which influence the behaviors of individuals within an organization; the personal dimension of activity within an organization.

Nomothetic elements. Those roles and expectations that are inherent and requisite if an organization is to fulfill its goals; the impersonal, normative dimension of activity within an organization.

Alienating forces. Those forces within an organization that tend to segregate an individual's patterns of behavior and the goals of the organization, creating conflict, tension and frustration. Forces within an organization that set the idiographic and nomothetic elements working at cross-purposes rendering the organizational goals difficult or impossible to achieve.

Integrating forces. Those forces within an organization that tend to integrate an individual's patterns of behavior with the goals of



the organization; forces that bind an individual to an organization or institution.

Actuating forces. Those forces within an organization that stimulate and activate the whole system making it operative and functional. A system held in equilibrium by counterbalanced integrating and alienating forces depends upon the leading, driving, compelling nature of actuating forces to make it "go," to render it operational and progressive.

#### Assumptions

1. It was assumed that the responses on the anonymous questionnaires were valid.

2. It was assumed that teacher transfers and requests for transfer had sufficient similarity to be treated alike for the purposes of this study.

3. It was assumed that at least a portion of the teacher transfers and requests for transfer resulted from some form of job dissatisfaction.

#### Delimitation of the Study

In order to investigate a system in which the transfers were of sufficiently large numbers to arrive at significant conclusions, this study involved all teachers in the Edmonton Public School System who were teaching in a different position in September 1961 than they were in June 1961, and also all teachers who requested transfers during the period September 1961 to June 1962. Thus, in the light of the definition of "teacher transfer," referred to previously, this study involved



all teacher transfers in the Edmonton Public School System that occurred between June 1961 and June 1962. No attempt was made to study the previous mobility of these teachers. New appointees from other systems and teachers who resigned or were dismissed, were excluded. Teacher transfers within the same school were not considered. Only those teachers teaching full time in the Edmonton Public School System from September 1960 until June 1962 were included. Teachers returning to full time duties in September 1961 after leaves of absence or sabbatical leaves were excluded. Teachers who were on part time or temporary duty during the September 1960 to June 1962 period were also excluded.





## CHAPTER II

### A THEORETICAL MODEL AND A REVIEW OF RELATED STUDIES

The purpose of this chapter is twofold: (1) to present an exposition of the model which this study uses as a theoretical mooring and (2) to survey related studies to determine what causes of job dissatisfaction and teacher transfer have been isolated. It must be stated at the outset that the related studies reviewed were not limited to intra-system transfer. Consequently, the findings in related studies have been interpreted in terms of this study which was concerned exclusively with intra-system transfer.

For purposes of clarity the discussion in the second portion of this chapter parallels the format of the questionnaire in its treatment of the causes of teacher transfer.

#### I. THEORETICAL MODEL

The writer has adapted Guba's<sup>1</sup> model of internal administrative relationships (Figure 1, page 14) and has utilized four elements that Guba believes to be found either explicitly or implicitly in all behavior models. These elements, which make up the major dimensions of the model, include certain behavioral determinants, alienating forces, integrating forces, and actuating or driving forces. In order to show the relevance of these elements to the process of administration, a

---

<sup>1</sup>E. G. Guba, "Research in Internal Administration--What Do We Know?" in Campbell and Liphan (eds.), Administrative Theory as a Guide to Action (Chicago: Midwest Administration Centre, University of Chicago, 1962), Chapter VII, pp. 113-130.



brief description of each follows.

The science that deals with human behavior insists that this behavior, rather than being produced in a completely random manner, is largely controlled by certain classes of what are called "determinants" of behavior. Some of the more common classes of behavioral determinants consist of the basic instincts, needs, drives, values and expectations within people that lead them to particular ways of behaving. For instance, people have a universal need and desire for nutrients, warmth, affection, acceptance and achievement; the fulfilment of these types of needs largely determines their behaviors.

Varied classes of determinants may each be influential and it is inevitable that occasionally different, often mutually exclusive, behaviors will be elicited from a person, that is, the behavioral determinants will be in conflict concerning the nature of the behavior that is appropriate. For example, a teacher may find that the method he successfully uses to achieve and maintain discipline conflicts with the method which the principal insists upon. This frustrating situation results when the behaviors of the teacher and principal are controlled by conflicting or mutually exclusive behavioral determinants.

Behavioral determinants have been categorized by Guba into two types--technical and human. The technical category determines the roles that subjects are expected to fulfil so that organizational goals may be achieved. Technical determinants labelled nomothetic are associated with the organization, are general, impersonal, external, and formal.

The second category, human behavioral determinants, takes



cognizance of the personal attitudes, motivations and predispositions of individual human beings. Human behavioral determinants emanate from within the individual in contrast to technical determinants which arise from without the individual. Human determinants labelled idiographic are associated with human beings, are specific, personal, internal and informal.

Divergence within or between the nomothetic and idiographic elements creates alienating forces, the second element of Guba's model. Nomothetic or role elements improperly or inconsistently defined create an impossible situation for the role incumbent in that he is officially asked to perform tasks necessitating mutually exclusive forms of behavior, as, for example, requiring a teacher to serve simultaneously as school disciplinarian and student counsellor. Such role conflicts create tension, frustration and inefficiency. A malfunctioning organization could conceivably develop also when the requirements of the idiographic, personal dimension are inconsistent. An individual for example, who enters the teaching profession solely because of pressure from and a desire to please his parents would be subjected to such idiographic conflict.

The third element of the model, integrating forces, supports an administrator in his struggle against alienating forces. Integrating forces oppose alienating forces; they bind an individual to a system. Integrating forces are cohesive bonds providing efficiency, morale, and esprit de corps to a group of individuals with a common goal. In a school situation a dedicated commitment to the goals of the organization, such as the education and molding of youth and a devotion to the





teaching profession, are common binding forces. Common commitment must exist before integrating forces operate to their fullest potential.

Guba's fourth element, actuating forces, is responsible for stimulating the whole system and rendering it operative. A particular behavior pattern within a system cannot be guaranteed merely because of the coexistence of various types of integrating and alienating forces that hold the system in equilibrium. There must also be some compelling, driving or actuating force which demands certain behavior. The source of this force is the administrator, per se. Thus teachers, contrary to their own wishes, will often make some effort to enforce the type of discipline which the principal demands because he, through his designation as principal, has the authority to require certain desired behavior from teachers.

Although status and authority are vested in an administrator by virtue of the office he holds, prestige and influence must be achieved individually. An administrator's ability to achieve prestige and exert influence over his staff is contingent upon his leadership qualities; however, through his office status, delegated to him via legal (e.g. The School Act) and traditional channels, he may delegate authority and establish expected roles for his staff members. It is precarious for an administrator to attempt to function for long without possession of both these types of power--that vested in his office and that gained through his personal leadership skills.

When relating Guba's model directly to a single school plant we find the principal as the organizational leader attempting to fulfil his function of eliciting human behavior consistent with the goals of





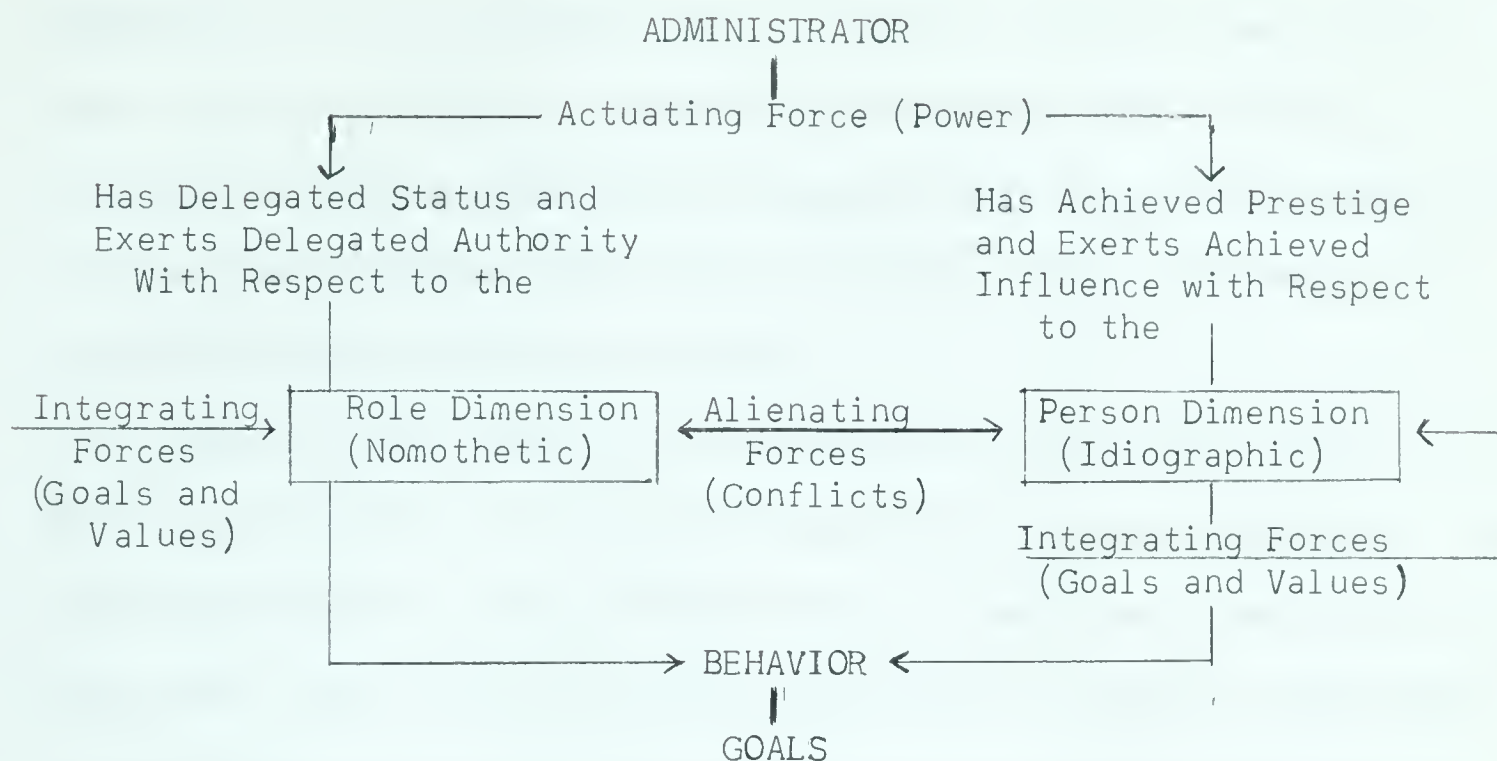


FIGURE 1

## GUBA'S MODEL\*

\*E. G. Guba, "Research in Internal Administration--What Do We Know?" in Campbell and Lipham (eds.), Administrative Theory as a Guide to Action (Chicago: Midwest Administration Centre, University of Chicago, 1960), p. 124.

his school and school system. The principal's actuating power is directed into two routes, some being utilized to elicit staff behavior that fulfils the role-expectations for the staff as set forth by the school and school system, some power being utilized to satisfy the personal needs of individual staff members. The behavior of an individual staff member is likewise channeled by two guiding elements--the nomothetic role expectations of the system and the idiographic personal needs of the individual.

The model graphically illustrates a gap between the role and person dimensions, the gap which ultimately produces alienation. Some conflict is inevitable for no principal is able to make the role



expectations exactly coincide with the personal dispositions of his staff. Thus a principal is sure to be confronted with conflicts, varying in severity, which militate against his school organization. The organizational cleavage which these conflicts create is shown in the diagram by arrows thrusting outwardly.

From the above theory it follows that an additional set of forces is essential if the school organization is to be operative. The school operates in a state of equilibrium. Therefore, other forces must exist which tend to hold the school organization together; these elements are labelled integrating forces, the final set of forces operative in the model and shown as arrows directed inwardly. Integrating forces are especially evident in educational enterprises where deep commitment and unselfish devotion have long been a part of the cultural image of the teaching profession.

A school organization in equilibrium as described by Guba's model possesses sources of job satisfaction as integrating forces, sources of job dissatisfaction as alienating forces and principals as actuating forces. If job satisfaction is present, presumably a compatible relationship exists between the nomothetic and idiographic elements, leading to congruent behavioral demands and adequate goal achievement. If job dissatisfaction exists, the incumbents must choose ". . .to conform to the role and lose their identity or to conform to their own predisposition and lose their organizational utility, or to attempt some tenuous and unstable compromise,"<sup>2</sup> all of which lead to role

---

<sup>2</sup>Guba, op. cit., p. 127.



alienation and a disintegrating system. The ultimate in job satisfaction is the absence of any nomothetic-idiographic conflict so that, with one pattern of behavior, a person may adequately and simultaneously serve the needs of both his organization and his personality.

Administrators, when mediating between individual and organizational needs and demands, must take cognizance of alienating forces and be prepared to ameliorate or eliminate them. Administrators should also face the fact that while undue individual-organizational conflicts are undesirable they are, to a lesser extent, inevitable and normal within any organization and may even serve the useful function of activating change. One must bear in mind that truly satisfied individuals seldom make important contributions to any organization. Probably a school's most promising hope for the future is a teacher or administrator who is dissatisfied with present arrangements.

To what extent was the school system an organization in equilibrium as described by Guba's model? To what extent was job satisfaction and dissatisfaction present? The purpose of this study was to investigate the causes of teacher transfer within the school system and subsequently to attempt to discover the extent to which teacher transfer resulted from job dissatisfaction. The various types of job dissatisfaction have been interpreted as alienating forces present within the school system.

## II. REVIEW OF RELATED STUDIES

### School Community Factors

The characteristics of a community--its mores, pressure groups, religious and political prejudices, levels of aspiration, and socio-





economic status are often thought to be influential in determining how teachers react to working in the area. Anderson and Conville<sup>3</sup> in discussing teacher turnover in Cole's County, Illinois, listed "lack of parental cooperation, support and understanding" as a minor reason for 507 teachers leaving the system during a decade. Elsbree<sup>4</sup> submitted that the task of holding teachers is a problem for numerous groups--the "parents, general public, civic and state officials, school boards, superintendents, principals and teachers" with the school-community, as such, exerting neither any major nor specific influence. Elsbree<sup>5</sup> did suggest though that parents in the community have an obligation to ". . . meet all the teachers, make them feel wanted and welcome in the community thereby promoting their sense of security and tenure." This same author<sup>6</sup> found that the task of the school-community could be lightened if the school authorities made special efforts to welcome the public into their institutions. Erickson<sup>7</sup> stated that the procurement and retention of competent teachers in an area is facilitated if the school-community displays and encourages good conduct and discipline enforced by parents.

The location of a school in an exclusive, high-class residential

---

<sup>3</sup>S. A. Anderson and R. S. Conville, "Teacher Turnover in Cole's County, Illinois," Educational Administration and Supervision, XLII (1956), 10.

<sup>4</sup>W. S. Elsbree, "Getting and Keeping Able Teachers," Teachers' College Record, LX (1959), 327-336.

<sup>5</sup>Ibid.      <sup>6</sup>Ibid.

<sup>7</sup>T. B. Erickson, "How Can We Get Enough Competent Teachers and Keep Them," Montana Education, XI (April, 1956), 31-32.





zone of a city as opposed to being situated "north of the tracks" has been stated as a determining factor in teacher transfer. Charters,<sup>8</sup> working in Illinois, found that the wealth or poverty of a district had no relationship with rates of teacher turnover. He concluded that the size of school and size of town (inter-system transfer) had definite effects on teacher turnover but geographical locations had none. Findings reported in the National Education Association Research Bulletin<sup>9</sup> on inter-system transfer were similar to those of Charters<sup>10</sup> in that rural teachers evidence a greater mobility than urban; this was further reinforced by the notation that teachers in large cities made the fewest moves (in cities exceeding 500,000 population, 64.3 per cent had taught in only one system).

The remaining findings of related studies in reference to the effect of the school community were somewhat diverse. Williams<sup>11</sup> noted that teachers list good school and community resources and rapport as conditions required before they would return to their previous positions. Erickson<sup>12</sup> suggested the provision of more attractive living and working conditions. Bartram,<sup>13</sup> in studying why people quit teaching,

---

<sup>8</sup>W. W. Charters, Jr., "What Causes Teacher Turnover?" School Review, LXIV (October, 1956), 294-299.

<sup>9</sup>"Status of the American Public School Teacher," National Education Association Research Bulletin, XXXV:1 (February, 1957), 17.

<sup>10</sup>Charters, loc. cit.

<sup>11</sup>M. F. Williams, "To Attract and Hold Good Teachers," School Executive, LXXIX (September, 1959), 66-68.

<sup>12</sup>Erickson, loc. cit.

<sup>13</sup>D. W. Bartram, "Why Did He Quit Teaching?" Chic School, XXXIX (March, 1961), 14-15.



found that school-communities left much to be desired in their social acceptance of teachers as a group. He said, "We (teachers) are defeated before battle by the prevalent attitude of isolationism." Harris,<sup>14</sup> on the basis of data gathered in Ohio, pointed up a source of dissatisfaction in that teachers left the profession because of "inadequate community support." Another authority<sup>15</sup> found a similar situation in Idaho.

In summary, the role of the school-community as a factor in creating dissatisfaction with teaching positions, seemed to be lacking in specificity and relatively minor. School-communities could enhance their acceptability and attractiveness as teaching locations by acceptance of the teachers into the social activities of the area, by parents who disciplined their children and by provision of attractive living and working conditions.

#### Administration and Supervision Factors

There appears to be general agreement that administration and supervision factors were of major importance among the causes of teacher transfer and in the creation of alienating forces within a system.

In dealing with this facet, Anderson and Conville,<sup>16</sup> did not specifically define "poor supervision" but stated that it had appeared

---

<sup>14</sup>W. S. Harris, "Why Teachers Leave the Profession," Ohio School, XXXVI (November, 1958), 26-27.

<sup>15</sup>H. K. Adamson, "An Analysis of the Teacher Turnover Problem in Idaho, 1958-59" (unpublished Master's thesis, Idaho State College, 1960).

<sup>16</sup>Anderson and Conville, loc. cit.



with medium frequency on their list of reasons for teacher turnover. Williams<sup>17</sup> asked teachers why they had accepted their present positions. The greatest number gave supervision and class size within the school as their major reasons. In this study poor supervision was exemplified by the rigid school principal, demanding unnecessary uniformity while providing no apparent instructional leadership and requiring, in addition, long reports, assigning unfair teaching loads of the more difficult groups of children and unreasonable non-teaching responsibilities. Williams<sup>18</sup> report stated further that poor supervision was the major cause of teacher turnover. English<sup>19</sup> found in a Canadian study that the relative absence of teacher turnover (10 per cent annually) was the result of promotion based on qualification and good work, not seniority; a democratic administration featuring a supervisory staff that assisted and advised, appreciated good work and minimized criticisms or inspections. Also influential in this situation was the administration's clear and definite exposition and interpretation of policy, of supervision and of all duties of new teachers in the system. Erickson<sup>20</sup> also stressed a cooperative evaluation program. Hill<sup>21</sup> submitted that teaching was made more attractive if specialized help was available, if the social service aspects were played up to have more

---

<sup>16</sup>Anderson and Conville, loc. cit.    <sup>17</sup>Williams, loc. cit.

<sup>18</sup>Ibid.

<sup>19</sup>J. F. K. English, "Current Methods of Recruiting and Retaining Teachers," Canadian Education, V:6 (1949-51), 90.

<sup>20</sup>Erickson, loc. cit.

<sup>21</sup>P. W. Hill, "How to Secure and Retain Good Teachers," Education Digest, XXIV (October, 1958), 26-27.





appeal and if non-teaching duties were kept to a minimum. Andres<sup>22</sup> used the "exit-interview" technique and found teachers listing, as a major source of dissatisfaction, the absence of professional communication between the administration and the staff. In a four-year study in New Jersey, Dunn<sup>23</sup> found that a school system suffering from 72 per cent turnover reduced its transfers by 90 per cent when, through an "exit-interview," it found that one administrator, one supervisor and one school board (local) were the causes of discontent. Dunn<sup>24</sup> also declared that teacher turnover stemming from professional dissatisfaction could be drastically reduced by operating an "exit-interview." The exit-interview was advocated as a device that "spares no one and asks for an honest appraisal of individuals, groups, facilities, and procedures." The results may necessitate some hard soul searching, but, at the same time, some of the facts garnered may facilitate valuable and necessary introspection. The exit-interview demonstrates good potential as a technique to cope with teacher complaints.

A major study by Harris<sup>25</sup> indicated that three significant causes of withdrawal were (1) dissatisfaction with the administrator, (2) lack of helpful supervision, and (3) failure to support, appreciate and praise worthy teachers. Adamson's<sup>26</sup> study concluded that a complaint of teachers who left the system was failure of the administration to

---

<sup>22</sup>J. Andres, "Introducing the Exit Interview," Education Digest, (April, 1957), 8-10.

<sup>23</sup>B. F. Dunn, "Do We Know Why Your Teachers Resign?" Overview, II (June, 1961), 32.

<sup>24</sup>Ibid.    <sup>25</sup>Harris, loc. cit.    <sup>26</sup>Adamson, loc. cit.



support teachers' decisions.

Principals, specifically, were mentioned as sources of discontent. Inability to "get along with" the principal was mentioned by Anderson and Conville<sup>27</sup> as a lesser cause of teacher turnover. Williams<sup>28</sup> reported that 'employment personnel' (principals, superintendents) were rated from second to sixth in importance when forty-eight out of fifty teachers gave reasons for acceptance of their present positions. 'Employment personnel' encompassed many people but teachers indicated the personality of the school principal as the most decisive factor. The principal was described by Elsbree<sup>29</sup> as the "keyman" whose procedures "make or break" teachers. Staff members became disgruntled if a principal was unwilling to "fight for his teachers and show the superintendent and school board the other side of questions." The same writer<sup>30</sup> commented that a principal can succour his staff by creating fellowship, understanding between the community and the teachers.

Related studies described other variant sources of job dissatisfaction. Anderson and Conville<sup>31</sup> felt that the administration weakened its system through an unhappy staff if teachers were not given an accurate and complete job description including all non-teaching responsibilities. School board interference was listed as a cause of turnover in the same study. Elsbree's<sup>32</sup> respondents indicated the advantage of a system handbook which defines and outlines policy. Absence of a service award for

---

<sup>27</sup>Anderson and Conville, loc. cit.      <sup>28</sup>Williams, loc. cit.

<sup>29</sup>Elsbree, loc. cit.      <sup>30</sup>Ibid.

<sup>31</sup>Anderson and Conville, loc. cit.      <sup>32</sup>Elsbree, loc. cit.



outstanding teaching accomplishments was considered a source of irritation by Erickson.<sup>33</sup> A survey<sup>34</sup> taken in ten districts selected randomly in the Los Angeles area, suggested that clerical work, supervisory duties, salary and numerous meetings, in that order, were the four greatest factors causing dissatisfied teachers. Women displayed greater dissatisfaction than men with all of these factors except salary. The authors of the survey contended that administrators can remedy these unsatisfactory conditions. Adequate forms which require only the necessary information coupled with additional clerical help would resolve the clerical problem. The provision of helpers plus the structuring of teachers' committees to revise and work out supervision schedules would diminish the supervision problem. Meetings would cause no dissatisfaction if they were restricted to an essential minimum and an agenda was utilized and followed. Bulletins could well replace many meetings.

Orientation programs conducted prior to the opening of the school term as well as those of a continuous nature which enable teachers to become functioning members of the community and staff were indicated as valuable means of subduing staff unrest. Teachers<sup>35</sup> can be prevented from changing positions frequently by introducing a financial incentive to accumulate teaching experience in a specific district or school. An annual<sup>36</sup> meeting of the system's administrative officials with the staff at each school to discuss matters of general sincere concern has

---

<sup>34</sup>J. McLaughlin and B. Nicholson, "Why Teachers Quit Teaching," Nation's Schools, LVIII (November, 1959), 60-61.

<sup>35</sup>Williams, loc. cit.

<sup>36</sup>E. M. Hood and C. F. Johnson, "Staffing Schools for Keeps," School Executive, LXXVII (April, 1958), 54-55.





been employed successfully. In an effort to reduce dissatisfaction and transfer, the pre-determination<sup>37</sup> interview carried on prior to the acceptance of requests for transfers and/or resignations has been used to provide teachers with an opportunity to air grievances and enable the system to reduce the number of itinerant teachers.

These, then, produced alienating forces in a system; they appeared to be primary sources of job dissatisfaction emanating from administration and supervision. Teachers rebelled when the administration became overly authoritative and demanded too much conformity and homogeneity throughout the ranks. Instructional leadership was expected. Unreasonable teaching loads, non-teaching duties and clerical work dissatisfied teachers; numerous unnecessary meetings did likewise. Dedicated, worthy staff expected tacit recognition and appreciation for their efforts. Principles of democracy should pervade the interactions of administrators and staff. Staff-administrative communication was expected to be performed freely and openly. Administrators must recognize and support teachers' decisions. Teachers showed discontent with principals incompatible with their staffs, offering no leadership, fellowship or understanding. A nebulous outline of teaching duties created ill-will. Staffs complained about the lack of adequate orientation programs. The administrative, supervisory causes of dissatisfaction might well be epitomized by the statement that teachers would be unhappy in their jobs if a healthy rapport was not established between staff and administration, if fundamental principles of democracy were not employed and/or if mutual

---

<sup>37</sup>Andres, loc. cit.





confidence was lacking.

### Pupil Factors

There was a dearth of evidence to indicate the extent to which pupil factors caused dissatisfaction. Less than 17 per cent of the ninety-nine respondents in the Anderson<sup>38</sup> study rated "discipline and pupils" as a cause of teacher turnover. Adamson's<sup>39</sup> subjects declared insufficient relief from pupil contact during the day as a relatively major cause of turnover; however, this may have been more a reflection of the working conditions than the pupil factors. Related studies revealed that pupil factors were minimal causes of job dissatisfaction.

### Working Conditions

None of the related studies surveyed were restricted to intra-system transfer, thus salary was described in the large majority of cases as an unsatisfactory facet of the working conditions. This study was restricted to intra-system variables and, therefore, salary was eliminated as a cause of dissatisfaction. All other aspects of working conditions deemed unsatisfactory in the related studies are dealt with in this chapter.

Authorities did not reach consensus as to the dissatisfaction caused by class load but the majority rated it as a definite factor. Anderson<sup>40</sup> found this item mentioned by 21 per cent of his respondents. 23 per cent of Hill's<sup>41</sup> subjects requested reduced class size.

---

<sup>38</sup>Anderson and Conville, loc. cit.      <sup>39</sup>Adamson, loc. cit.

<sup>40</sup>Anderson and Conville, loc. cit.      <sup>41</sup>Hill, loc. cit.



Harris<sup>42</sup> pointed out that large classes and overcrowded classrooms caused teachers to leave the profession. Charters<sup>43</sup> submitted, however, that there was no relation between turnover rates and pupil loads.

Teachers shunned non-teaching duties. Hill<sup>44</sup> reported that 48 per cent of the teachers who transferred indicated this as a source of dissatisfaction; Anderson<sup>45</sup> found it mentioned by 27 per cent; Philips<sup>46</sup> and Harris<sup>47</sup> gave it similar emphasis.

Inadequate facilities, equipment and materials were not tolerated by teaching staffs. Twenty-six<sup>48</sup> out of fifty teachers canvassed felt plant and equipment were above sixth in importance in a list of reasons explaining why they had accepted their present positions. More materials and better buildings were prerequisites to the acquisition and retention of good teachers, asserted Hill.<sup>49</sup> Philips<sup>50</sup> listed larger systems and/or better equipment and facilities as being second to salary in importance as a preventative of teacher transfer or loss from the profession. The provision of additional textbooks,

---

<sup>42</sup>W. S. Harris, "Factors Influencing the Withdrawal of Teachers from the Ohio Public School System" (unpublished Doctoral thesis, Bloomington, Indiana, Indiana University, 1954).

<sup>43</sup>Charters, op. cit., p. 295. <sup>44</sup>Hill, loc. cit.

<sup>45</sup>Anderson and Conville, loc. cit.

<sup>46</sup>W. A. Phillips, "Can We Reduce Teacher Turnover?" Phi Delta Kappan, XXXVIII (April, 1957), 272-274.

<sup>47</sup>W. S. Harris, "Why Teachers Leave the Profession," Ohio School, XXXVI (November, 1958), 26.

<sup>48</sup>Williams, loc. cit. <sup>49</sup>Hill, loc. cit.

<sup>50</sup>Philips, loc. cit.



supplies, and other equipment were categorized as "very valuable" in an effort to aid high transiency schools in Chicago.<sup>51</sup> Anderson<sup>52</sup> found this item mentioned by 17 per cent of the subjects in his survey.

Teacher itinerancy was reduced by provision of "free time" for the assistant principal and senior teachers.<sup>53</sup> Staffs found this arrangement very valuable as remedial work was instituted, reading programs begun, discipline cases treated, consultative help given and demonstrations of the use of audio-visual equipment made possible. Andres<sup>54</sup> and Harris<sup>55</sup> both indicated teacher withdrawal because of placement in grade levels and/or subject areas foreign to them. Unhappy teacher relations were mentioned as a vague criticism of working conditions.<sup>56</sup> Teacher turnover in Idaho<sup>57</sup> was compounded by the discouraging prospect of future improvements in working conditions.

Teachers were concerned about the location of the school within the community. This was supported in Williams' study,<sup>58</sup> wherein teachers maintained that location was the third most important reason for their acceptance of a position.

Unreasonable class size; too many non-teaching duties; inadequate facilities, equipment and instructional materials; insufficient non-teaching time; placement not in keeping with the teacher's training

---

<sup>51</sup>E. Rogers and M. Saffir, "Chicago's Plan for Aiding High Transiency Schools," National Education Journal, XLV (December, 1956), 580-582.

<sup>52</sup>Anderson and Conville, loc. cit.

<sup>53</sup>Rogers and Saffir, loc. cit. <sup>54</sup>Andres, loc. cit.

<sup>55</sup>Harris, loc. cit. <sup>56</sup>Anderson and Conville, loc. cit.

<sup>57</sup>Adamson, loc. cit. <sup>58</sup>Williams, loc. cit.





and/or interests, and school location were major causes of dissatisfaction.

### Training and Professional Factors

According to some writers,<sup>59</sup> teachers became discouraged and mobile if an in-service training program was not instituted. These programs theoretically enabled teachers to develop quickly to their maximum potential.

Lack of enthusiasm for and lack of interest in the professional organization and its activities were motives underlying teacher transfer. Teachers in Williams'<sup>60</sup> survey emphasized the essentiality of a strong teachers' organization before they would return to their previous position. Adequate professional guidance for beginners was necessary, Erickson<sup>61</sup> pointed out. Greater opportunity for professional advancement stimulated teacher transfer.<sup>62</sup> Participants in an extensive study by Harris<sup>63</sup> professed that they had left teaching after becoming discouraged with teacher-education programs, school curriculum and conflicting educational philosophies. Adamson<sup>64</sup> observed that teacher turnover resulted when teachers felt inadequately prepared because of the wide gap between educational theory and school practices. Vehement criticism

---

<sup>59</sup>See, Williams, loc. cit.; English, loc. cit.; Erickson, loc. cit.

<sup>60</sup>Williams, loc. cit.

<sup>61</sup>Erickson, loc. cit.      <sup>62</sup>Charters, op. cit., p. 296.

<sup>63</sup>Harris, "Factors Influencing the Withdrawal of Teachers from the Ohio Public School System," op. cit.

<sup>64</sup>Adamson, loc. cit.



of the teaching "profession," in the Bartram<sup>65</sup> article stated that teachers ". . .are stuck in a mess of triviality. . .blinded by masks of pedagogical cliches."

Research indicated that training and professional factors were secondary but nevertheless pertinent causes of teacher transfer. Three sources of discontent in the realm of training and professional factors were the incongruity of educational theories and practice, the shortage or absence of in-service training, and the shortage or absence of enthusiastic professional organizations and activities.

#### Personal and Family Factors

The power of teacher attraction and retention exerted by a specific school or area is a complex phenomenon, influenced by many factors and difficult to explain.

Charters<sup>66</sup> suggested that idiosyncrasies of individual teachers were the proximate cause of teacher transfer. No doubt some teacher transfers were the result of picayune individualized sentiments and were neither an indication of any job dissatisfaction nor a reflection on the school system as a whole.

Young males and females using consecutive positions as stepping stones were turnover-prone with the highest turnover occurring among young married women who commuted up to thirty-five miles.<sup>67</sup> Conversely, older males who sought administrative posts and who made teaching a life career were not prone to turnover; older men (thirty and more years),

---

<sup>65</sup>Bartram, loc. cit.      <sup>66</sup>Charters, op. cit., p. 297.

<sup>67</sup>Ibid., p. 299.



unmarried women and people living in the school-community were the most stable group. Hill<sup>68</sup> bolstered this conclusion by stating that a person teaching at age thirty-five years was likely to continue for an additional twenty or more years. A report in the National Education Association Research Bulletin<sup>69</sup> differed with Charters, stating that men had a higher mobility than women--they averaged less than four years in each of 2.2 systems whereas women averaged 5.5 years in each of 2.8 systems. The marital status of the cross-section of the teachers in a system affected its attractiveness and holding power, especially for young unmarried teachers;<sup>70</sup> this rationale was also applicable to schools within a single system. English<sup>71</sup> classified married women as a risk, and suggested the avoidance of isolation and distance as a means of retaining the teaching staff.

Transferring to be with their husbands and families was acknowledged by three authorities as a cause of teacher transiency.<sup>72</sup>

Two researchers<sup>73</sup> asserted that less personal dissatisfaction would exist if the local teachers' association and/or principals assisted teachers to find living accommodations and to get teachers socially established in a community. Erickson<sup>74</sup> did not elaborate on

---

<sup>69</sup>National Education Association Research Bulletin, loc. cit.

<sup>70</sup>Charters, loc. cit.      <sup>71</sup>English, loc. cit.

<sup>72</sup>See, Anderson and Conville, loc. cit.; Phillips, loc. cit.; Adamson, loc. cit.

<sup>73</sup>See Elsbree, loc. cit.; Hood and Johnson, loc. cit.

<sup>74</sup>Erickson, loc. cit.





his recommendation that adequate personal guidance composed beginning teachers. Teachers<sup>75</sup> were retained longer if there was no interference with their personal lives.

Bartram<sup>76</sup> and Harris<sup>77</sup> both censured the teaching profession at large and suggested that teachers became mobile because, as Bartram said, they ". . .are plagued by a lack of grit." Harris maintained that certain individuals over-emphasized public relations for personal gain and ignored many rudimentary duties as educational leaders.

It seemed apparent that authorities in the field admitted that personal and family factors were causes of teacher transfer but did not as such necessarily imply inadequacies in the system; inexplicable intricacies of human behavior and individual propensities were often involved. Related studies identified young people (less than thirty years of age) as the more potential transferees but differed on the sex of this group. An attempt to keep the family unit intact was indicated as a common cause of teacher transfer. Lack of adequate living quarters, lack of assistance to get established in a community, lack of personal guidance, interference with personal lives, the sacrifice of basic educational duties for public relations and a shortage of rugged individualism were listed but not stressed as causes of teacher dissatisfaction.

---

<sup>75</sup>Elsbree, loc. cit.

<sup>76</sup>Bartram, loc. cit.      <sup>77</sup>Harris, 1958, op. cit., p. 27.





## III. SUMMARY OF CHAPTER II

The writer studied and attempted to interpret the causes of teacher transfer existent in a school system, in terms of Guba's<sup>78</sup> model of internal administrative relationships. This model describes job dissatisfaction as an alienating force within a school and a school system. Attempts were made to isolate the causes and extent of teacher transfer thereby identifying some of the job dissatisfaction existent within a school system during the period June 1961 to June 1962. The causes and extent of teacher transfer were further interpreted and utilized to identify and measure some of the alienating forces within the school system during the period under study.

School community factors that caused teacher transfer were indicated in the related studies as a lack of social acceptance in the community, of parental cooperation and of attractive living and working conditions. These factors were indicated as a relatively minor cause of teacher transfer.

According to related studies, the causes of teacher transfer stemming from administrative, supervisory factors could be summarized as follows: unduly rigid administration; lack or absence of instructional leadership; unreasonable teaching loads in terms of pupils and classes; lack of recognition for conscientious effort; lack of administrative support for teachers' decisions; principals incompatible with their staffs and giving insufficient leadership; general indefiniteness and lack of communication. These aspects, considered collectively, were construed as a relatively major cause of teacher transfer. Although

---

<sup>78</sup>Guba, op. cit., pp. 113-130.



related studies revealed pupil factors as a very minor cause of teacher transfer, unsatisfactory working conditions, according to the research studies, were a relatively major cause of teacher transfer. A summary of these conditions is as follows: unreasonable class size; numerous non-teaching duties; inadequate facilities, equipment and materials; insufficient non-teaching time; and, placement not commensurate with training and interest.

Training and professional factors were a secondary source of teacher transfer evidenced through insufficient in-service training, an insipid professional organization and a lack of congruence between educational theory and practice.

Personal and family factors were, according to related studies, a source of teacher transfer that encompassed many facets of human behavior as well as, though not necessarily, shortcomings of the school system. Their impact was difficult to assess. Teachers less than thirty years of age were the most potential transferees but little agreement was evident that the sex of the transferee was an important factor. A desire to remain close to one's family was a cause prominently listed.



## CHAPTER III

### COLLECTION, ORGANIZATION, AND TREATMENT OF DATA

This chapter describes the instrument used and outlines the collection of data. Details about the organization and treatment of the data are included.

#### I. QUESTIONNAIRE

A questionnaire (see Appendix C) was used to collect the data. The format and many of the items utilized in the questionnaire were adapted to the local situation from Adamson's thesis.<sup>1</sup> The remainder of the instrument was structured from information gathered from related studies.

Although the limited number of potential respondents rendered a pilot study impractical, some teachers who had recently transferred between schools within a school system responded to the questionnaire. These teachers indicated that their reasons for transferring could be adequately described by their responses to the questionnaire items. This procedure aided in assessment of the clarity and validity of the questionnaire.

---

<sup>1</sup>H. K. Adamson, "An Analysis of the Teacher Turnover Problem in Idaho, 1958-59" (unpublished Master's thesis, Idaho State College, 1960).





## II. COLLECTION OF DATA

The population to be studied was established by securing the names and addresses of all teachers in the school system who had transferred, or requested transfer, during June 1961 to June 1962. These names were obtained from the Kardex records in the general office of the system. The time interval chosen contained the most recent information available. The choice of time also permitted the inclusion of transfers that occurred during a summer vacation as well as transfers, and requests for transfer, enacted within a school year. A time period of this nature and duration was considered essential to encompass all major types of transfer that could develop within a system and to reflect the major transfer trends existent therein.

In mid-April, 1963, 269 questionnaires were mailed to teachers employed by the school system and involved in transfers from June 1961 to June 1962. Stamped, addressed envelopes were enclosed to ensure that all replies were mailed directly to the writer. Of the 269 questionnaires, 161 usable copies were returned. The final return of usable questionnaires was 60 per cent of those sent out.

## III. ORGANIZATION OF THE DATA

The data contained in the questionnaires were coded and placed on I.B.M. cards. An I.B.M. Card Sorter was utilized for facility of compilation and analysis. Some of the teachers did not respond to some items on their questionnaires; however, this did not affect their usefulness, those items lacking responses being shown in the tabulations as "rejects." Treatment of the data is discussed below. Chapters IV, V



and VI deal with the analysis.

#### IV. TREATMENT OF THE DATA

The data gathered in connection with Section I of the questionnaire (Personal and Professional Data) were tabulated and analyzed so as to yield the personal and professional characteristics of the transferees. From this tabulation and analysis a composite profile of the typical transferee in the school system was derived. The extent and characteristics of transfers between school types, as, for example, between elementary and senior high, were determined. Similar treatment resulted in a summary of positional transfers, for example, transfer of a teacher from elementary grades to junior high grades.

A critical analysis,<sup>2</sup> though lacking statistical rigor, was the most appropriate and valuable method of treatment for data of the type produced by Section II of the Questionnaire (Factors Causing Teacher Transfer). The study of such complex, dynamic systems as the human personality and democratic society yielded information that was largely subjective.

Respondents were asked to make a forced choice on all items. Possible responses for each item were categorized according to the following four-point ordinal scale: D- decided influence, M - moderate influence, S - slight influence, N - no influence. Teachers indicated the extent to which each questionnaire item had been influential as a cause of their transfer by checking one of the four possible responses to each item. The discrete points on the scale were weighted to provide

---

<sup>2</sup>C. V. Good and D. E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), pp. 299-300.



a constant basis of comparison; they were arbitrarily assigned the following numerical values: D: three, M: two, S: one, N: zero.

Siegel<sup>3</sup> asserts that the statistic most appropriate for describing the central tendency of scores in an ordinal scale is the median. Consequently the relative influence of each item was represented by the median value obtained when the total number of responses to each item were placed on the weighted four-point scale. These computations exhibited the relative influence exerted by all items in the questionnaire. Inter-relationships between the various items were also examined.

Although the scale appeared to contain only four discrete values, it was actually superimposed on a continuum of values. "For some non-parametric techniques which require ordinal measurement, the requirement is that there be a continuum underlying the observed scores. The actual scores we observe may fall into discrete categories."<sup>4</sup> For example, on a given item, two teachers who indicated a "D - decided influence" response could well have been influenced to different degrees by the item, one being very strongly influenced the other being influenced just strongly enough to have his response fall closer to "D" in the scale than to "M - moderate influence" or to either of the two other possible categories, "S - slight influence" or "N - no influence." Both of these teachers' responses would appear on the scale at the discrete point "D."

Calculation of the medians resulted in many tied values. Siegel<sup>5</sup>

---

<sup>3</sup>S. Siegel, Non-parametric Statistics for the Behavioral Sciences IMcGraw-Hill Book Company, Inc., Toronto, 1956), p. 25.

<sup>4</sup>Ibid.

<sup>5</sup>Ibid.





elaborates as follows:

Frequently the grossness of our measuring devices obscures the underlying continuity that may exist. If a variate is truly continuously distributed then the probability of a tie is zero. However, tied scores frequently occur. Tied scores are almost invariably a reflection of the lack of sensitivity of our measuring instruments, which fail to distinguish the small differences which really exist between the tied observations. Therefore, even when ties are observed it may not be unreasonable to assume that a continuous distribution underlies our gross measures.

The data were analyzed in light of the element of human behavior and dynamics that insists that teacher transfers are the product of a large number of factors related to the teaching job, described as a number of unpleasant incidents or a collection of dissatisfactions.<sup>6</sup>

A major cause of dissatisfaction was arbitrarily defined as any item which elicited twenty-five or more responses and yielded a median score equal to or exceeding 0.36.

Section II of the questionnaire contained six parts each concerned with a different related group of factors that may cause teacher transfer. These six parts were: Part A - School-Community Factors; Part B - Administration and Supervision Factors; Part C - Pupil Factors; Part D - Working Conditions; Part E - Training and Professional Factors; Part F - Personal and Family Factors. Scrutiny of the data from Section II revealed the major causes of teacher transfer stemming from each of its parts. A profile was also derived describing the teachers who voiced major dissatisfactions in each of these six parts. This permitted the derivation of a two dimensional interpretation of the data from each part--(1) the factors voiced as major dissatisfactions and (2) the

---

<sup>6</sup>H. L. Ackoff, The Design of Social Research (Chicago: The University of Chicago Press, 1953), p. 204.





characteristics of the teachers who voiced them. At appropriate points the findings of this study were compared with evidence in related studies.

Parts G, H and I of the questionnaire contained open-ended questions. Responses to these are discussed in Chapter VI.

After the major causes of dissatisfaction were isolated and discussed, those entirely or partially controllable by the school system formed the basis of the recommendations of this study.



## CHAPTER IV

### PERSONAL AND PROFESSIONAL CHARACTERISTICS OF THE TRANSFEREES:

#### TYPES OF SCHOOLS AND TEACHING POSITIONS INVOLVED IN TRANSFER

The purpose of this chapter is to present a descriptive analysis of the data gathered from Section I of the questionnaire, Personal and Professional Data (See Appendix C). This presentation entails a description and analysis of the personal and professional characteristics of teachers who transferred within the school system. Description and analysis of the accompanying physical aspects of the transfers include such details as the types of schools and types of teaching positions involved.

#### I. MARITAL STATUS, SEX AND AGE

Table I indicates that there were more married than single transferees; the total teaching force in the school system also contained more married than single teachers in 1963-64<sup>1</sup> and, it is reasonable to assume, was similarly proportioned in 1961-62 when this study was carried out.

Since single teachers are usually considered to be the group possessing greater mobility, the finding that 82 per cent of the transferees were married was unexpected. However, 67 per cent of the total

---

<sup>1</sup>"Age Distribution of the Teaching Staff of the Edmonton Public School Board 1963-64," information obtained by A.T.A. Welfare Committee from Forms 1302-328; Edmonton Public School Local of A.T.A.



TABLE I

## MARITAL STATUS OF TRANSFEREES DURING JUNE 1961 TO JUNE 1962

MARITAL STATUS		Sub-total	Rejects	Total
Single	Married			
29	128	157	4	161

teaching force in 1963-64 were married<sup>2</sup> and, if it can be assumed that during the period under study approximately the same percentage of married staff existed, then the percentage of married transferees was not really unusual.

Table II, below indicates that there were eight more married

TABLE II

## SEX AND AGE OF TRANSFEREES DURING JUNE 1961 TO JUNE 1962

Sex	Single		Married		Sub Total	Rejects	Total
	Male	Female	Male	Female			
	11	17	60	68	156	5	161
Age 20-24 yrs.	1	5	3	11	20		
25-29	7	2	10	16	35		
30-34	1	1	11	4	17		
35-39		1	14	5	20		
40-44		1	11	10	22		
45-49		3	4	9	16		
50-54	1		2	5	8		
55-59	1	4	1	3	9		
60-64			1	1	2		
65-69				1	1		
Total	11	17	57	65	122	11	161

<sup>2</sup>Ibid.





women transferees than married men transferees; similarly the number of married women (755) exceeded the number of married men (682) in the total teaching force of the school system.<sup>3</sup> However, the percentage (44) of married women transferees exceeded the percentage (35) of married women in the total teaching force.

Fifteen per cent of the teaching force at large in 1963-64 was between ages twenty-five to twenty-nine years,<sup>4</sup> whereas 23 per cent of the transferees were between these ages. If the staff composition in 1961-62 can be assumed to have been similar to that in 1963-64, then it may be concluded that the transferees were, in terms of age, atypical of the overall teaching force in that a larger percentage of the transferees were concentrated in the twenty-five to twenty-nine year age bracket.

Seventy-six per cent of the transferees were under forty-five years of age; 65 per cent of the whole force in 1963-64, and presumably in 1961-62, were under forty-five years of age. This implies that transfer was utilized most by teachers under forty-five years of age and especially by those between twenty-five to twenty-nine years of age. A characteristic of younger people, generally, is their tendency to more mobility. There were more women transferees between twenty-five to twenty-nine years of age, which was probably in keeping with the proportions of the total staff in 1961-62; it was representative of the total staff in 1963-64<sup>5</sup> when there were 173 women teachers in this category compared with 144 men.

---

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

<sup>5</sup>Ibid.



## II. ANNUAL SALARY

As shown in Table III, below, more teachers in the \$5,000 to \$5,999 salary bracket transferred than in any other bracket, 22 per cent of the transferees being in this group. This very closely paralleled the

TABLE III

ANNUAL SALARY OF TRANSFEREES DURING JUNE 1961 TO JUNE 1962

Annual Salary	Single		Married		Sub Total	Rejects	Total
	Male	Female	Male	Female			
\$3000-3999	1	2		9	12		
4000-4999		1	5	20	26		
5000-5999	2	2	12	14	30		
6000-6999	5	4	10	8	27		
7000-7999	3	2	8	3	16		
8000-8999		1	3	3	7		
9000-9999		1	9	3	13		
10000-10999			6		6		
Totals	11	13	53	60	137	24	161

total staff of 1961 when 20.5 per cent were in the \$5,000 to \$5,999 bracket.<sup>6</sup> Sixty-one per cent of the transferees were in the salary range \$4,000 to \$6,999; 50.3 per cent of the total 1961 staff received salaries in this range.<sup>7</sup>

### Comparison With Related Studies

The studies reviewed isolated some personal characteristics of

<sup>6</sup>Information received from Mr. M. J. V. Downey, Educational Personnel Officer, Edmonton Public School System, December 23, 1963. (These salary figures include only basic salary from the schedule grid, no administration allowance is included.)

<sup>7</sup>Ibid.



mobile teachers. The related studies revealed that younger teachers (under thirty years of age) were the most likely transferees. One may conclude then, that transferees within the school system involved in this study were, in terms of age, characteristic of transferees throughout other systems. There was no consensus in related studies regarding the sex of the majority of transferees. This study indicated that women transferred more than men. The writer located no research studies limited to intra-system transfer; thus, information regarding the salary of intra-system transferees comparable with the findings of this study was not available.

### III. TEACHING EXPERIENCE

Table IV, below, indicates that forty-nine transferees had over twelve years teaching experience in Alberta, while those having from three to five years experience were the second largest group. Thus, 32 per cent of the transferees were experienced Alberta teachers having taught twelve or more years. Twenty-nine per cent had from three to five years teaching experience in Alberta. Almost a third of the transferees were mature, experienced teachers which suggested that transfer was not solely a behavioral pattern of the very young teachers. Table IV also shows that the transferees did not generally possess wide experience in the school systems of other Canadian provinces or other countries.

Thirty-five per cent of the transferees who responded had from three to five years teaching experience with the school system. More of the transferees had from three to five years teaching experience with the school system than any other amount of teaching experience.



TABLE IV

## TEACHING EXPERIENCE OF TRANSFEREES DURING JUNE 1961 TO JUNE 1962

Teaching Experience	Single		Married		Sub Total	Reject	Total
	Male	Female	Male	Female			
IN ALBERTA							
0-2 years	3	3	4	5	15		
3-5	4	3	12	25	44		
6-8	2	2	16	10	30		
9-11		3	6	6	15		
12 and over	2	5	21	21	49		
Totals	11	16	59	67	153	8	161
IN OTHER CANADIAN PROVINCES							
0-2 years	4	6	20	17	47		
3-5	1		2	4	7		
6-8			1	3	4		
9-11			2	2	4		
12 and over			1	3	4		
Totals	5	6	26	29	66	95	161
IN OTHER COUNTRIES							
0-2 years	4	6	22	13	45		
3-5			1	2	3		
6-8							
9-11		1	1		2		
12 and over				1	1		
Totals	4	7	24	16	51	110	161
WITH EDMONTON PUBLIC SCHOOL BOARD							
0-2 years	2	4	8	18	32		
3-5	4	1	17	26	48		
6-8	2	3	13	9	27		
9-11		1	8	2	11		
12 and over	1	5	9	5	20		
Totals	9	14	55	60	138	23	161





When this fact is related to the finding in Table IV that 29 per cent of the transferees had from three to five years teaching experience in Alberta, one may conclude that many of the transferees had teaching experience in no other school system. If, in terms of teaching experience, the 1961-62 staff of the school system was similar to the 1963-64 staff, then the transferees were more experienced than the overall teaching force which had only 22 per cent with three to five years of teaching experience.<sup>8</sup> Seventy-eight per cent of the teachers who replied had from zero to eight years teaching experience with the school system and some also had teaching experience with other school systems. This fact lends support to the conclusion drawn earlier that slightly more than two-thirds of the transferees had taught less than twelve years in the province of Alberta. Some of the teachers who replied had sufficient teaching experience to be transferred to administrative posts.

#### Comparison With Related Studies

The studies reviewed contained little information about the teaching experience of transferees, except the indication that those teachers who transferred possessed, on the average, less than five and one-half years of teaching experience. The conclusion may be drawn that transferees within the school system whose average teaching experience was 7.7 years were more experienced than those discussed in related studies.

---

<sup>8</sup>Edmonton Public School Local A.T.A. Analysis, February 11, 1964 (figures as amended from Department of Education Form 1302-328).



## IV. PROFESSIONAL TRAINING

Table V illustrates that fifty-three (or 33 per cent) of the transferees possessed at least a Bachelor of Education degree. A survey of the 1963-64<sup>9</sup> staff of the school system showed that 24.7 per cent had four years of teacher education (roughly equivalent to a Bachelor of Education degree). Forty-nine per cent of the teachers on the 1963-64<sup>10</sup> staff possessed three or fewer years of teacher education as compared with 43 per cent of the 1961-62 transferees. If one can assume that the teacher education aspect of the school system staff has remained static or has been upgraded since 1961-62, then one may conclude that the transferees described in this study were better qualified than a representative sample of the overall teaching staff during 1961-62.

TABLE V

## PROFESSIONAL TRAINING OF TRANSFEREES DURING JUNE 1961 TO JUNE 1962

Professional Training	Single Male	Single Female	Married Male	Married Female	Sub Total	Rejects	Total
1 year	1	5	1	23	30		
2 years		4	6	17	27		
3 years	1	1	6	4	12		
B.A.	2	2	10	7	21		
B.Sc.	3	2	5	18	28		
B.Ed.	7	5	40	1	53		
M.A.				1	1		
M.Ed.		1	4		5		
M.Sc.			2		2		
Total	14	20	74	71	179*		

\*Some teachers responded in more than one category, thus the total exceeds 161.

<sup>9</sup>Information as per Edmonton Public School Board Analysis, figures as amended from Department of Education, Form 1302-328, February 11, 1964.

<sup>10</sup>Ibid.



Table VI refers to transferees who were striving toward higher qualifications. Information contained in this table reveals that a slight majority (seventy-eight), or 55 per cent, of those teachers who responded were endeavoring to improve their qualifications. Despite the number upgrading their qualifications, few of those who replied listed excessive distance from the university as major cause of dissatisfaction.

TABLE VI

NUMBER OF TRANSFEREES WORKING, DURING JUNE 1961 TO JUNE 1962,  
TOWARD HIGHER QUALIFICATIONS

Presently Working Toward Higher Qualifications	Single		Married		Sub Total	Reject	Total
	Male	Female	Male	Female			
Yes	7	7	32	32	78		
No	4	8	22	31	65		
Totals	11	15	54	63	143	18	161

Table VII indicates that thirty-four out of seventy-two, or 47 per cent of the transferees, were seeking the Bachelor of Education degree. The range of qualifications sought ranged from "Matriculation" to Master's degrees.

The findings of this study seemed to support the conclusion that more than one-half (55 per cent) of the transferees were professionally conscientious since they were endeavoring to improve their qualifications as teachers.





TABLE VII

QUALIFICATIONS SOUGHT BY TRANSFEREES DURING JUNE 1961 TO JUNE 1962

Qualifications Sought	Single		Married		Sub	Reject	Total
	Male	Female	Male	Female	Total		
Matriculation		1	1	3	5		
2 years				3	3		
3 years				2	2		
B.A.	1		2	3	6		
B.Sc.			2		2		
B.Ed.	4	4	8	18	34		
Grad. Diploma		1	5	1	7		
M.A.			3	1	4		
M.Ed.	2		7		9		
Totals	7	6	28	31	72	6	78

## V. TYPES OF SCHOOLS INVOLVED

Table VIII contains a summary of the types of schools involved in transfers. The level of instruction offered within a school indicates its type. Forty-eight, or 35 per cent, of the transfers were between elementary schools and slightly over half, or 55 per cent, involved schools of the same type.

Information contained in Table VIII indicates that the majority of the transferees desired to continue either to teach in the same type of school or to transfer to a type of school that would necessitate teaching at more advanced grade levels.

The 1960-61 staff of the school system had 920 teachers out of a total of 1,749, or 53 per cent, teaching at the elementary level (Grade



TABLE VIII

SUMMARY OF TEACHER TRANSFERS BETWEEN SCHOOL TYPES DURING  
JUNE 1961 TO JUNE 1962

SCHOOL TYPES		Frequency	Rej.	Total
From	To			
1. Elementary	Elementary	48		
2. Elementary - Junior High	Elementary - Junior High	18		
3. Elementary	Elementary - Junior High	10		
4. Elementary - Junior High	Senior High	10		
5. Elementary - Junior High	Junior High	7		
6. Junior High	Senior High	7		
7. Elementary	Junior High	6		
8. Elementary - Junior High	Elementary	6		
9. Junior High	Junior High	6		
10. Senior High	Senior High	4		
11. Junior High	Elementary - Junior High	4		
12. Elementary	Senior High	2		
13. Elementary	Other	2		
14. Junior High	Elementary	2		
15. Senior High	Elementary - Junior High	2		
16. Junior High	Grades 1-12	1		
17. Junior-Senior High	Junior-Senior High	1		
18. Senior High	Elementary	1		
19. Senior High	Junior High	1		
20. Other	Elementary	1		
Totals		139	22	161

I to VI, inclusive).<sup>11</sup> The transferees were, therefore, fairly representative of the overall teaching staff in that the largest number were teaching at the elementary level.

To the extent that major dissatisfactions were reflected by the tendency of teachers to transfer between certain types of schools, one

<sup>11</sup>Information received from Mr. P. Cox, Secretary-Treasurer of Edmonton Public School Local A.T.A., March, 1964.



may conclude from Table VIII, that there was no major dissatisfaction expressed by the transferees of the school system with respect to the types of schools in which they were teaching during the school year 1961-62. The majority (90 per cent) of the teacher transfers were between schools of the same type or between school types that involved transfers to schools enrolling students at more advanced grade levels. Some of the teacher transfers could well have been viewed as promotions to administrative or more responsible administrative positions. There is no evidence contained in Table VIII to indicate that teachers had a strong desire to leave a particular type of school or to transfer to a particular type. Over half the teachers sought transfers to teach in schools of the same types as those in which they were teaching prior to their transfers. The transferees did not, collectively, identify teacher placement with respect to type of school as a major cause of transfer.

#### VI. TYPES OF TEACHING POSITIONS INVOLVED

Table IX contains a summary of the teaching positions involved in the transfers. Forty-seven, or 36 per cent, of the teacher transfers were between elementary positions. There were seventy-five teacher transfers between the same types of positions and this represented 57 per cent of the total positional transfers. As mentioned in the discussion of Table VIII, the greater percentage (36) of transfers between elementary positions was not unusual if one considers that the overall staff at that time had 53 per cent of its members in the elementary field.<sup>12</sup>

---

<sup>12</sup>Ibid.



TABLE IX

SUMMARY OF TEACHER TRANSFERS BETWEEN TEACHING POSITIONS  
DURING JUNE 1961 TO JUNE 1962

POSITIONS		Frequency	Rej.	Total
From	To			
1. Elementary Grades	Elementary Grades	47		
2. Junior High	Junior High	21		
3. Junior High	Senior High	14		
4. Elementary	Junior High	7		
5. Junior High	Elementary	6		
6. Senior High	Senior High	4		
7. Vice Principal	Principal	4		
8. Elementary	Vice Principal	3		
9. Junior High	Vice Principal	3		
10. Principal	Principal	3		
11. Senior High	Vice Principal	2		
12. Vice Principal	Vice Principal	2		
13. Elementary	Reading Specialist	1		
14. Elementary	Industrial Arts-Home Economics	1		
15. Elementary	Physical Education	1		
16. Junior High	Guidance-Drama Specialist	1		
17. Senior High	Junior High	1		
18. Vice Principal	Reading Specialist	1		
19. Reading Specialist	Elementary	1		
20. Reading Specialist	Reading Specialist	1		
21. Industrial Arts - Home Economics	Elementary	1		
22. Industrial Arts - Home Economics	Vice Principal	1		
23. Industrial Arts - Home Economics	Home Economics	1		
24. Physical Education	Elementary	1		
25. Physical Education	Junior High	1		
26. Physical Education	Physical Education	1		
27. Other	Other	1		
Totals		131	30	161





Rather unexpected transfers from junior high to elementary positions occurred in six instances, representing 4.6 per cent of the total positional transfers. This situation had at least two possible explanations. First, there may have been dissatisfaction with teaching positions at the junior high level, although the likelihood of this was reduced when one considered that twenty-one, or 16 per cent, of the total positional transfers were from one junior high position to another. A second reason may have been that some, or all, of the teachers moved to elementary positions to accept promotions in the form of administrative appointments.

To the extent that major dissatisfactions were reflected by the tendency of teachers to transfer from one teaching position to another, one may conclude from Table IX that there was no major dissatisfaction expressed by the transferees of the school system with respect to their positional placements during the school year 1961-62. Eighty-five per cent of the positional transfers seemed plausible. Table IX indicates that teachers in the school system during June 1961 to June 1962 showed little preference to vacate a particular position or to seek a particular position. Satisfaction with positional placement was supported by evidence that 57 per cent of the transferees held, or sought, teaching positions of the type they had left or had requested to leave.

#### Comparison with Related Studies

Positional placement not aligned with teachers' training and/or interests was mentioned in related studies as a cause of teacher transfer. Insofar as no significant dissatisfaction was reflected in the positional



transfers, one may conclude that placements in the school system during June 1961 to June 1962 must have been satisfactory with respect to the teachers' training and/or interests.

## VII. SUMMARY OF CHAPTER IV

Generally speaking, the transferees were representative of the total teaching force in the school system during the 1961-62 school year.

The transferees, considered collectively, were atypical of the total teaching force in the school system in the following respects: they included (1) more married teachers, (2) more married women, (3) more older teachers, (4) more teachers in the \$4,000 - \$6,999 salary category, (5) more inexperienced teachers, and (6) more highly qualified teachers.

TABLE X

### PROFILE OF THE POTENTIAL TRANSFEREE

1. Marital Status	- Married
2. Sex	- Female
3. Age	- 25 - 29 years
4. Annual Salary	- \$5,000 - \$5,999
5. Experience	- With Edmonton Public School System: 3 - 5 years
6. Professional Training	- Bachelor of Education
7. Desired a transfer from an elementary-type school to another of the same type	
8. Desired a transfer from an elementary teaching position to another at the same level	

When compared with transferees described in related studies, those in this study were very similar except for two features: they transferred



less frequently and they had more teaching experience. Related studies indicate that the average teacher transfer was 17 per cent of the total staffs,<sup>13</sup> whereas in this study only 14.5 per cent of the total teaching force was involved. The average teaching experience of the transferees included in this study was 2.2 to 3.7 years more than that of the transferees described in related studies.

According to data gathered from Section I of the questionnaire, teacher placement procedures according to (1) the types of schools, and (2) the individual teaching assignments were not a major source of dissatisfaction.

---

<sup>13</sup>See page 6.





## CHAPTER V

### AN ANALYSIS OF THE MAJOR CAUSES OF TEACHER TRANSFER AS INDICATED IN PARTS A, B AND C OF THE QUESTIONNAIRE

#### I. AN OVERVIEW OF SECTION II OF THE QUESTIONNAIRE

Six parts were contained in Section II of the questionnaire each describing a related set of factors that could cause teacher transfer (see Appendix C). The six parts were concerned with the following aspects of teacher transfer: Part A - School-Community Factors; Part B - Administration and Supervision Factors; Part C - Pupil Factors; Part D - Working Conditions; Part E - Training and Professional Factors; Part F - Personal and Family Factors. These six parts of the questionnaire contained seventy-three basic items plus sixty sub-parts which provided subjects with the opportunity to respond to 133 items. The total number of responses to each of the 133 items were placed on a weighted four-point ordinal scale and the median scores of the 133 items were calculated and ranked. The median scores obtained for the 133 items ranged from 0 - 2.81. The responses to twenty-six, or 20 per cent, of the items produced median scores of zero; responses to an additional forty items, or 30 per cent, yielded median scores greater than zero but less than 0.36. Eighteen items, or 13 per cent, yielded median scores that exceeded 0.36 but elicited less than twenty-five responses. Since, for purposes of this study, a major cause of teacher transfer was arbitrarily defined as any item which elicited twenty-five or more



responses and yielded a median score equal to or exceeding 0.36, these eighty-four items were eliminated from the descriptive analysis. The remaining forty-nine items, or 37 per cent, formed the basis of the descriptive analysis of Section II of the questionnaire.

The purpose of this chapter is to present a descriptive analysis of the major causes of teacher transfer revealed by the data derived from Parts A, B and C of the questionnaire.

The major causes of teacher transfer indicated in each of the first three parts of the questionnaire were treated collectively with an attempt made to develop a two-dimensional interpretation of the data collected from each part. The data were analyzed so as to yield (1) the causes of teacher transfer revealed in each part of the questionnaire, and (2) the personal and professional characteristics of the teachers who supported these causes.

## II. PART A: SCHOOL-COMMUNITY FACTORS

The two items from Part A of the questionnaire that appeared as major causes of teacher transfer are listed in Table XI and discussed below.

Lack of parental interest. One major cause of teacher transfer existent in the school-community was expressed through the responses to Item 8, stated as, "The school-community displayed a lack of parental interest in school affairs." Apparently inconsistencies were created between the instructional expectations and achievements of the teachers who, on the one hand, endeavored to solicit the cooperation and interest of the parents and, on the other hand, were frustrated by an atmosphere



TABLE XI

## MAJOR CAUSES OF TEACHER TRANSFER IN THE SCHOOL-COMMUNITY

Causes	Number of Responses	Median Scores
The school-community displayed a lack of parental interest in school affairs	48	0.38
I preferred teaching in a district with higher socio-economic status, higher levels of aspiration and a more intense interest in social and financial success and achievement	34	1.50
Average Median Score		0.94

of parental complacency and apathy. Teachers who worked in this type of learning climate perhaps believed that attempts to satisfy their personal desires to achieve were thwarted by parental complacency.

Community socio-economic status. Item 11 (b), precisely stated as, "I preferred teaching in a district with higher socio-economic status, higher levels of aspiration, and a more intense interest in social and financial success and achievement," yielded responses which indicated that transferees were disappointed by the cultural-socio-economic conditions of the school-communities in which they had been teaching.

This type of dissatisfaction, the second major cause of teacher transfer included in Part A of the questionnaire, was expressed by about one-fifth of the transferees.

#### Comparison With Related Studies

The conclusions noted in related studies partially agreed with the





findings of this study regarding the extent to which school-community factors were causes of teacher transfer. Related studies reviewed contained no evidence that teacher transfer was caused by the cultural, socio-economic status of a school-community; in this respect there was disagreement between the findings of this and related studies. There was complete agreement, however, on "lack of parental interest" as a cause of teacher transfer; both this and related studies deemed it sufficiently important to rate as a secondary cause.

#### Characteristics of Transferees Who Responded to Part A

The statistics that form the basis of this discussion are found in Tables XVII to XXXI in Appendix A. The responses of all teachers who had replied to at least Part A of the questionnaire were isolated. Analysis of these responses showed that these teachers had personal and professional characteristics that closely paralleled those of the transferees in general except in two instances. A larger percentage (46) of the teachers who replied at least to Part A of the questionnaire held at least Bachelor of Education degrees compared with the general transferee group in which only 32 per cent were so qualified, and only 39 per cent of the transferees who responded to at least Part A were seeking Bachelor of Education degrees, somewhat less than the general transferee group who had 47 per cent seeking this qualification.

With respect to transfers between school types, some of the teachers who responded to at least Part A of the questionnaire tended to transfer from elementary and elementary-junior high schools to junior and senior high schools and specialized fields, such as hospital homebound classes and "opportunity rooms" for slower learners. There were twice as





many transferees teaching at the high school level after the transfers were enacted. This indicated that possibly teachers who responded to at least Part A were dissatisfied with certain school-community aspects, and felt that by transferring to schools offering instruction at higher levels they would be able to eliminate some, or all, of the unpleasant factors. This transfer also implied that causes of teacher transfer in the school-communities included in this study were more influential at the elementary school level, thus causing teachers to vacate elementary teaching positions in favor of teaching positions at higher grade levels.

In regard to positional transfers, some of the teachers who responded to at least Part A either transferred to become guidance, drama or physical education specialists or transferred to teaching positions at higher grade levels. Proportionately more married men responded to at least Part A of the questionnaire. The relatively few transferees disheartened by school-community factors produced an average median score, for the two factors described above as major causes of teacher transfer, that was the fourth highest among the six average median scores derived from the six parts of Section II of the questionnaire.

Hence, it may be concluded that the transferees, collectively, showed only secondary dissatisfaction with school-community factors but those teachers who expressed discontent did so fervently, this group being composed of a relatively large number of married men.

### III. PART B: ADMINISTRATION AND SUPERVISION FACTORS

Out of the seventy-five items in Part B, Administration and Supervision Factors, twenty, or 27 per cent appeared as major causes of



teacher transfer; these twenty items are listed in Table XII. The average median score for the items was 1.18, the median scores ranged from 0.42 to 1.90.

The twenty major causes of teacher transfer which developed from this part of the questionnaire are discussed below in ascending order of their median scores, that is, in order of their increasing influence as causes of teacher transfer within the school system.

Rigid supervision. Teachers maintained that general supervision was too rigid, inflexible and autocratic. Transferees also criticized the supervision of instructional techniques and suggested that it was carried too far, and interfered with freedom to work out one's personal ideas.

Poorly defined lines of authority. Teachers indicated that general supervision was difficult because lines of authority were not well-defined. Apparently these teachers felt that the delegation and flow of authority had not been clearly outlined. These teachers were placed in the untenable position of not knowing to which higher authorities within the schools they were responsible.

Insufficient grade-level meetings. The next most influential cause of teacher transfer in Part B was the insufficient number of department or grade-level meetings held. The transferees recognized the need for more instructional guidance, more leadership, and more discussion and communication of common problems existent among groups of teachers with schools. Perhaps these teachers were convinced that by organized mutual effort the instructional goals of the schools and school



TABLE XII

## ADMINISTRATION AND SUPERVISION FACTORS AS MAJOR CAUSES OF TEACHER TRANSFER

Causes	Number of Responses	Median Scores
General supervision was too rigid, inflexible, authoritative	26	0.42
Supervision of instructional technique was carried too far (insufficient freedom to work out one's own ideas)	25	.46
General supervision was difficult because lines of authority were not well-defined	35	.58
Insufficient number of department or grade-level meetings were held	30	.63
New teachers were not given adequate inspiration and motivation	27	.63
General supervision was too lax, inconsistent, permissive	32	.64
General supervision was difficult because inconsistent adherence to established policies was not maintained.	30	1.00
New teachers were not given adequate help in the form of administrative leadership	32	1.05
Poor administrator-staff communication resulted in staff members being placed in embarrassing and untenable positions	32	1.07
Principal failed to appreciate and praise desirable results produced by staff members	33	1.25
Lines of communication between the principal and staff were not well established	44	1.27
Principal was unfair and discriminated against certain staff members	37	1.38
Principal was unfriendly and unapproachable	31	1.40
Principal chose to please pupils and parents at the expense of teachers	40	1.50
Principal failed to appreciate and praise conscientious effort by staff members	34	1.50
Principal failed to offer leadership to help teachers solve their problems	44	1.61
Principal failed to support teachers' decisions thereby breaking down staff coherence and cooperation	44	1.64
Principal lacked consideration for other staff members	39	1.75
Principal undermined staff morale	32	1.90
Principal sought publicity and praise at the expense of the staff	28	1.90
Average Median Score		1.18





system could be better achieved.

Lack of inspiration and motivation for new teachers. This item which stated that "New teachers were not given adequate inspiration and motivation" appeared as a major cause of teacher transfer. New teachers apparently lacked confidence, felt insecure and desired some form of assistance in their efforts.

Permissive supervision. General supervision that was too lax, inconsistent and permissive was shown as the next strongest cause of teacher transfer. The meaning of this item is directly contrary to the meaning of the item discussed earlier on page 61. Apparently two different segments of the transferee group responded to these variant items.

Since the transferees responded about equally (twenty-six and thirty-two) to these contradictory items, it must be concluded that the transferees contained groups who had radically divergent interpretations of the supervision offered since one segment suggested it was too rigid, the other too permissive.

Non-adherence to established policies. The questionnaire item stated as "General supervision was difficult because consistent adherence to established policies was not maintained" appeared as the next most significant cause of teacher transfer. Inconsistency in supervisory procedures established by the school administrators created incongruity among the supervisory duties, such as recess, noon-hour and corridor supervision, which teachers were expected to perform. The extent to



which these expected roles were not coincidental was an indication of the idiographic-nomothetic conflict that existed; this conflict caused teacher transfer within the school system.

Lack of administrative leadership for new teachers. The next strongest cause of teacher transfer was related to the administrative leadership given new teachers. New teachers, especially, needed guidance during the adjustment period when they were overwhelmed by unfamiliar surroundings and new responsibilities, and when they felt insecure and lacked confidence.

Inadequate administrator-staff communication. Items 26 and 27 ranked next highest as sources of dissatisfaction and teacher transfer.<sup>1</sup> The teachers who responded to these items took exception to poor administrator-staff communication, claiming it resulted in staff members being placed in embarrassing, untenable positions. Lack of administrator-staff communication fosters an inefficient organization; staff performance and achievement of institutional goals become piecemeal or break down entirely. Teachers and administrators alike would find it difficult to work under circumstances wherein one was partially or wholly unaware of what the other expected.

Principals' administrative behavior. The ten items listed below appeared as other major causes of teacher transfer in Part B of the questionnaire. The responses to these items established them as the most

---

<sup>1</sup>The median score of item 18(a) was located between the median scores of items 26 and 27 but since item 18(a) was so closely allied with other items from Part B, discussed collectively on page 65, it was thought more meaningful to include it there.



notable causes of teacher transfer stemming from Part B. In the descriptive analysis these ten items are treated collectively for two reasons: (1) the same administrative official (principal) was described in all items, and (2) all items implied disapproval of some aspect of the principals' administrative behavior. Teachers were dissatisfied with the following facets of the principals' administrative behavior, arranged from least to most influential. Principals: (1) failed to appreciate and praise desirable pupil achievement produced by staff members; (2) were unfair to and discriminated against certain staff members; (3) were unfriendly and unapproachable; (4) chose to please pupils and parents at the expense of teachers; (5) failed to appreciate and praise conscientious effort by staff members; (6) failed to offer leadership and help teachers to solve their problems; (7) failed to support teachers' decisions, thereby breaking down staff coherence and cooperation; (8) lacked consideration for other staff members; (9) undermined staff morale; (10) sought publicity and praise at the expense of the staff.

This is an extensive list of critical statements, made more unfavorable in that they all described the same administrative officials, the principals. Periodic occurrence of incompatibility between staff members is inevitable within a staff as large as that employed by the school system. However, the number of responses to, and the median scores of, the above ten items showed teacher-principal incompatibility as a salient cause of teacher transfer.

The criticisms directed at principals implied that none of the transferees' four basic needs of job satisfaction were adequately met





in the climate of incompatibility.<sup>2</sup> Their sense of security may have been stifled by principals who, at the teachers' expense, sought publicity and praise, pleased pupils and parents, and failed to support staff decisions. Principals' failure to offer leadership perhaps left transferees lacking in a sense of self-direction. Failure of principals to appreciate and praise conscientious effort as well as to recognize desirable student achievement possibly gave transferees little sense of accomplishment. The lack of consideration shown by principals apparently destroyed the transferees' sense of being valued as members of an institutional team endeavoring to achieve common goals.

A principal faces a difficult task; Forester believes that the principal must exemplify those qualities he seeks to engender in others. Over 90 per cent of his fitness for the position depends upon personality. He must be able to "get this across" or his other assets are unimportant.<sup>3</sup>

#### Comparison With Related Studies

Every major cause of teacher transfer produced by this study from Part B, Administration and Supervision Factors, was either explicitly or implicitly supported by writers in related studies. All related studies reviewed established administration and supervision as a sensitive facet of school operation that demanded a careful, tactful approach by

---

<sup>2</sup>Francis S. Chase, "Factors for Satisfaction in Teaching," Phi Delta Kappan, XXXIII (November, 1951), 127-132.

<sup>3</sup>John J. Forester, "Selecting and Training Elementary School Principals," The National Elementary Principal, XXXIV (October, 1954), 32-35.





administrators. In addition to confirming the ten items listed on page 65 as major causes of teacher transfer, the related studies also agreed with the findings of this study in that the following five aspects of administration and supervision of a school were significant causes of teacher transfer: (1) overly rigid supervision, (2) insufficient instructional leadership, (3) lack of motivation and inspiration for new teachers, (4) lack of administrative leadership, and (5) inadequate administrator-staff communication.

#### Characteristics of Transferees who Responded to Part B

The statistical data for this profile and discussion are found in Tables XVII to XXXI in Appendix A. The responses of all teachers who had replied to at least Part B of the questionnaire were isolated. Analysis of these responses revealed that the personal and professional characteristics of these teachers were typical of the total group of transferees.

Teachers who replied to at least Part B displayed a tendency to vacate elementary and elementary-junior high schools in favor of junior and senior high schools and specialized positions, such as teaching classes of retarded or exceptional children.

Teachers who replied to at least Part B showed a tendency to transfer from elementary and junior high positions to senior high, administrative, and guidance, drama and physical education specialist positions. Those teachers who were dissatisfied with certain administrative and supervisory aspects of the system moved to schools in which they could teach higher grades, have larger enrolments and enjoy more impersonal staff and student relationships. They must have perceived



that such moves would suppress, ameliorate and/or eliminate the unsatisfactory administrative and supervisory aspects of their former positions.

It was paradoxical that teachers who were dissatisfied with certain administrative and supervisory practices within the school system would themselves transfer to administrative positions. The conclusion reached was that these people perhaps believed that by personal example and endeavor they could change the "what is" to "what ought to be" with respect to administration of the schools. These types of teacher transfers may have been implicitly valuable to the system as new administrators with new ideas are sometimes the source of far-reaching and advantageous innovations.

The unusual teacher transfers described above reinforce the conclusion drawn earlier in this chapter that principals through misuse or overuse of their formally vested powers apparently caused substantial dissatisfaction. Teachers transferring to administrative posts perhaps believed that they could cure the system of some of its administrative and supervisory ills by becoming exemplary, successful administrators utilizing an operative combination of idiographic-nomothetic elements.

#### IV. PART C: PUPIL FACTORS

Out of the twelve items in Part C, nine, or 75 per cent, appeared as major causes of teacher transfer. The average median score for the items retained in this part was 0.88 and the range of median scores was 0.39 to 1.40. These nine items which appeared as major causes of teacher transfer in Part C are presented in Table XIII.

In the following discussion the major causes of teacher transfer



TABLE XIII  
PUPIL FACTORS AS MAJOR CAUSES OF TEACHER TRANSFER

Causes	Number of Responses	Median Scores
Grade levels and/or groups within my class were not compatible	25	0.39
There was too little relief from pupil contact during the school day	29	.41
Parental cooperation was lacking	35	.73
There were too many dull and slow pupils to teach, resulting in poor class achievement	31	.81
Pupils were difficult to understand and work with	30	.83
Pupils' deportment made maintenance of discipline very difficult	35	1.05
Pupils were too disrespectful and had delinquent tendencies	32	1.10
Large classes made it impossible to give each pupil adequate help and guidance	40	1.17
Pupils lacked a desire to learn, had poor attitudes and study habits	44	1.40
Average Median Score		0.88

stemming from pupil factors are treated in the order of their ascending median scores, that is, in order of their increasing influence as causes of teacher transfer within the school system.

Incompatible grade levels within classes. Transferees voiced objection to incompatible groupings within their classes. Perhaps teachers disliked the extra preparation, the more detailed timetabling, and the greater organization and challenge that accompanied classes structured in this way. They apparently perceived that such classes were too unwieldy and cumbersome to enable realization of the organizational goals of the schools.





Insufficient relief from pupil contact during the school day.

Transferees who responded to this item implied that excessive teaching and/or supervisory duties caused teacher transfer. Realignment of teachers' supervisory duties and/or addition of extra staff would have reduced this cause of dissatisfaction but consideration would need to be given other implications for the school system if such a change were effected.

Lack of parental cooperation. Lack of parental cooperation was a cause of transfer for thirty-five teachers. The type of school-community involved was very closely related to this cause of teacher transfer, and the previous discussion on school-community factors is also pertinent. Cooperation demands that mutual trust, respect and concern exist between the involved groups; in this instance, the transferees may have been partly responsible.

Required to teach an excessive number of slow learners. The task of teaching what some teachers considered an excessive number of slow learners was an unsatisfactory aspect of the teaching positions of many transferees. Although an alternate method to cope with these so-called slow learners was their enrolment in classes that also contained some average and/or above-average students, introduction of this arrangement would not be the solution for the school system since classes composed of students possessing widely divergent rates of learning have also been established as a cause of teacher transfer.

Pupils difficult to work with. Transferees intimated that "pupils who were difficult to understand and work with" were a cause of teacher



transfer. Unsatisfactory teacher placements with respect to grade levels could have precipitated this cause of transfer. The school-communities and cultural backgrounds from which the pupils and teacher came would also have been influential. The strong influence that school-communities can exert over the attitudes, behaviors and aspirations of students who reside within their boundaries often nullifies any attempts by a school system to control this cause of teacher transfer.

Pupils' deportment. The items, "Pupils' deportment made maintenance of discipline very difficult," and "Pupils were too disrespectful and had delinquent tendencies," were considered by the writer to be closely enough related to warrant joint treatment. Since only thirty-five and thirty-two teachers, respectively, responded to the above items, they were not particularly wide-spread causes of teacher transfer.

Unreasonably large classes rendered sufficient aid impossible. This cause of teacher transfer was unique insofar as transferees indicated that because of administrative organization they were restricted in the amount of individual and remedial instruction that they could offer. Transferees identified this item as a strong cause of transfer. These transferees stated that the quality of their professional service was necessarily restricted in favor of administrative and economic convenience. Implicit in this cause of teacher transfer was the indication that class size was inconsistent throughout the system. Transferees indicated that classes were oversized although the system's administration may have had a different interpretation of the class size. In any event, the transferees expressed a desire and ability to perform more



effectively with smaller classes.

Student attitudes. The strongest single cause of teacher transfer with respect to pupil factors was the "Pupils' lack of desire to learn, their poor attitudes and study habits," Item 42 in the questionnaire. Students with poor attitudes subjected teachers to tension and created conflict. Adequate and simultaneous promotion and achievement of, on the one hand, the goals and values of the teachers and the school system and, on the other hand, the goals and values of these students was impossible. Students not sympathetic to the goals and values of the teachers and school system were a definite cause of teacher transfer in the school system during the period under investigation.

#### Comparison With Related Studies

Related studies contained a dearth of evidence regarding the extent to which pupil factors were a cause of teacher transfer but they were indicated as being a minor cause. The conclusion may be reached that transferees in the school system during the school year 1961-62 looked upon pupil factors as a much more significant cause of teacher transfer than did transferees referred to in related studies.

#### Characteristics of Transferees Who Responded to Part C

The statistical data that produced this profile and discussion are found in Tables XVII to XXXI in Appendix A. The responses of all teachers who had replied to at least Part C of the questionnaire were isolated. Analysis of these responses showed that these teachers bore many personal and professional resemblances to the transferee group at large.





Teachers who described pupil factors as a cause of transfer must have felt that transfers to senior high schools would reduce or eliminate annoying pupil aspects of elementary, elementary-junior high or junior high schools. The statistics on transfers between school types revealed that teachers who responded to at least Part C vacated all school types from elementary to junior high, inclusive, in favor of senior high school. Of those teachers who responded to at least Part C, there were three times as many teaching in senior high schools after the transfers were enacted.

The transferees exhibited a definite trend to move to high school positions, administrative positions, guidance, drama or physical education specialist positions. The tendency to transfer from junior high school positions was especially pronounced. This finding enables one to conclude that pupil factors at the junior high school level were very influential causes of teacher transfer.

## V. SUMMARY OF CHAPTER V

Teachers who responded to at least Part A, collectively demonstrated characteristics representative of the total transferee group with one exception--proportionately more males were involved.

School-Community Factors considered collectively were only a secondary cause of teacher transfer. According to the findings of this study, they appeared as the fourth strongest group of causes of teacher transfer, slightly more influential than Pupil Factors.

Transferees who responded to at least Part B of the questionnaire, Administration and Supervision Factors, demonstrated one unique





characteristic compared with the overall transferee group--they displayed a stronger tendency to vacate elementary and junior high positions and assume administrative posts. The conclusion may be reached that Administration and Supervision Factors were primary causes of teacher transfer in the school system during June 1961 to June 1962, ranking as the second strongest group of causes, somewhat less influential than Personal and Family Factors.

A definite tendency to vacate junior high school teaching positions was demonstrated by the teachers who responded to at least Part C, Pupil Factors. In all other respects these transferees were typical of the total transferee group. Teachers who were involved in this study attached much more significance to Pupil Factors as causes of teacher transfer than was revealed in related studies. It can be concluded however, that Pupil Factors, collectively, appeared as only a secondary cause of teacher transfer in this study, being the fifth strongest group of causes, somewhat more influential than Working Conditions.



## CHAPTER VI

### AN ANALYSIS OF THE MAJOR CAUSES OF TEACHER TRANSFER AS INDICATED IN PARTS D, E AND F OF THE QUESTIONNAIRE

The purpose of this chapter is to present a descriptive analysis of the major causes of teacher transfer as revealed by the data received from Parts D, E and F of the questionnaire. As was stated in Chapter V, the data were analyzed so as to yield (1) the causes of teacher transfer revealed in each part of the questionnaire, and (2) the personal and professional characteristics of the teachers who supported these causes.

Parts G, H and I of the questionnaire contained open-ended questions which provided transferees with an opportunity to express causes of transfer that were not indicated in the questionnaire and/or to describe specific causes of transfer not covered in the questionnaire with sufficient specificity or detail. A brief discussion of the responses to Parts G, H and I is included.

#### I. PART D: WORKING CONDITIONS

Ten of the twenty-one items in Part D, or 48 per cent, appeared as major causes of teacher transfer. The ten items which appeared as major causes of teacher transfer in Part D are presented in Table XIV.

Working Conditions had many aspects that were major causes of teacher transfer but all exerted a relatively low level of influence. The average median score for Part D was only 0.60 and the range of median scores was 0.36 to 1.07. In short, although there was widespread



TABLE XIV

## WORKING CONDITIONS AS MAJOR CAUSES OF TEACHER TRANSFER

Causes	Number of Responses	Median Score
Too much outdoor playground supervision was required	31	0.36
Incompatibility which existed between other staff members and myself resulted in unpleasant relationships and occurrences	26	.42
The teaching load was too unevenly distributed among staff members	30	.44
The staff was unfriendly and formed cliques	26	.50
The building and facilities were unsatisfactory	34	.50
The lack of teaching aids, materials and equipment existed	31	.55
Time for planning, preparing and evaluating teaching activities was lacking	36	.67
There were too many class interruptions	31	.75
Teachers were required to teach subjects in which they lacked adequate preparation	34	.75
The future outlook for improvement in working conditions was too discouraging	32	1.07
Average median score		0.60

dissatisfaction with working conditions they were the least influential groups of causes of teacher transfer as evidenced in the data from Section II of the questionnaire.

The major causes of teacher transfer originating from working conditions are treated in order of their ascending median scores, or in order of their increasing influence as causes of teacher transfer within the system.

Outdoor playground supervision. Thirty-one teachers objected to too much outdoor playground supervision. Playground supervision apparently promoted idiographic-nomothetic conflict in that the personal needs of





the teachers were encroached upon by the needs of the school as an institution.

Excessive playground supervision was the least influential of the forty-nine major causes of teacher transfer considered by this study. This fact indicates that excessive playground supervision was not a pronounced source of dissatisfaction with the school system during the period under study.

Incompatibility of transferees and other staff members: Staff unfriendly, formed cliques. Incompatibility, which resulted in unpleasant relationships and occurrences, appeared as a cause of teacher transfer and apparently originated from a conflict between the personality intricacies of transferees and other staff members. Both groups seemed to sacrifice achievement of organizational goals for fulfilment of personal, idiographic needs.

Personal incompatibility is a potential hazard that exists wherever personal interaction is a condition necessary for the achievement of organizational goals. Judicious placement practices may reduce this cause of teacher transfer somewhat, but some incompatibility must be accepted as a condition over which administrators of a school system have relatively little control. Here was one instance when the freedom of transfer was a desirable feature within the school system--it enabled cases of incompatibility to be dispelled prior to becoming too widespread.

Teaching load unevenly distributed. A basic tenet of Alberta teacher salary schedules is equal pay for equally qualified and



experienced employees; the teachers involved in this study seemed to interpret their salary schedule as providing "equal pay for equal work" and dissatisfaction arose as soon as this provision became apparently inoperative.

Unsatisfactory buildings and facilities, lack of teaching materials, equipment. The transferees were dissatisfied to such an extent with the buildings and facilities in the school system that this item appeared as a secondary cause of teacher transfer. Insufficient teaching aids, materials and equipment were also regarded as a source of dissatisfaction. Since they had to rely on existent buildings, facilities, and instructional aids, the transferees' personal teaching accomplishments apparently were limited and they were not able to achieve the expectations of the school system.

Lack of time for organizational work. Inadequate time to plan, prepare and evaluate teaching activities were identified as major causes of teacher transfer. Pressures of time and large work loads seemed to prevent transferees from achieving organizational and personal goals. Transferees implied that administrators of the school system needed to reassess their staff needs in light of the excessive teaching duties which had been allocated to some teachers.

Class interruptions. This cause of teacher transfer apparently resulted from a lack of unanimity between the school system's expected accomplishments and individual teachers' actual achievements, the disparity being created by too many class interruptions which irregularized classroom routine. Typical interruptions included telephone calls,



inter-classroom visitations by students and teachers, and announcements over a public address system.

Required to teach in subject areas where qualifications were lacking. Transferees were frustrated by placement in teaching positions for which they lacked adequate preparation. Their personal inability, lack of motivation and insecurity made it difficult for them to achieve the expectations of the school system.

Discouraging future for improved working conditions. Transferees indicated that their greatest dissatisfaction with working conditions arose from the fact that the outlook for future improvement in working conditions was too discouraging. Since administrators of the school system apparently had assumed a firm, unyielding position in regard to the improvement of working conditions in some schools, teachers who responded to this item felt that they would prefer to transfer to more suitable surroundings than labor under continuing unsatisfactory conditions.

#### Comparison With Related Studies

A review of related studies revealed non-teaching supervisory duties as major causes of teacher transfer. The conclusion may be stated that the transferees of this study placed considerably less emphasis on playground supervision as a cause of transfer than did their counterparts in related studies. There was little explicit evidence contained in related studies with respect to incompatibility as a cause of teacher transfer but the inference was made that it was a contributory factor. Unreasonable teaching loads were mentioned in the research as





causes of teacher transfer but unequal load distributions among individual staffs were not mentioned specifically. The transferees in this study placed much less emphasis on facilities and equipment as a cause of transfer than did those teachers described in related studies. There was agreement between the findings of this and related studies in that lack of non-teaching time for preparation, organization and evaluation of one's teaching performance was a major cause of teacher transfer. Improper placement in a foreign subject area was indicated in both this and related studies as a common but not especially influential cause of teacher transfer. Related studies made slight mention of item 67, "General criticism of working conditions," as a cause of teacher transfer. Its position in this study as the most influential cause originating from Part D, Working Conditions, forces the conclusion that the transferees involved in this study viewed working conditions, in general, as a much greater cause of teacher transfer than did those transferees discussed in related studies.

#### Characteristics of Transferees Who Responded to Part D

Tables XVII to XXXI, Appendix A, contain the statistics which form the basis of this profile and discussion. The responses of all teachers who had replied to at least Part D of the questionnaire were isolated. Analysis of these responses indicated that, in terms of their personal and professional characteristics, these teachers were typical of the overall transferee group included in this study.

Teachers who responded to at least Part D showed a slight tendency to vacate elementary schools and seek senior high schools. There was some evidence that teachers who responded to at least Part D





transferred from elementary and junior high teaching positions to vice-principalships. These positional transfers were probably much stronger reflections of the promotions involved than of the dissatisfaction with working conditions.

This profile of the teachers who responded to at least Part D leads to the conclusion that teachers, although dissatisfied with working conditions, did not feel strongly that transferring would mitigate these conditions. This finding concurs with that presented in an earlier portion of this chapter--discontent with working conditions was a secondary cause of teacher transfer.

## II. PART E: TRAINING AND PROFESSIONAL FACTORS

Three of the nine items in Part E, or 33 per cent, appeared as major causes of teacher transfer. Training and Professional Factors, collectively, were indicated as the third strongest group of causes of teacher transfer, the average median score being 1.08. The range of median scores for this part was 0.37 to 1.75. The three items which appeared in Part E as major causes of teacher transfer are presented in Table XV.

The three major causes of teacher transfer originating from training and professional factors are treated below in order of their ascending median scores, that is, in order of their increasing significance as causes of teacher transfer within the school system.

Too wide a gap between theory and practice. Teachers indicated that the gap between theory contained in university courses and actual practices employed in the schools was too wide. These transferees found



TABLE XV

## TRAINING AND PROFESSIONAL FACTORS AS MAJOR CAUSES OF TEACHER TRANSFER

Causes	Number of Responses	Median Scores
At the level I was teaching too wide a gap existed between the theory in the university courses and the school practices	26	0.37
The teachers were not respected for their competence in their teaching areas	27	1.13
I was unable to utilize my specialized training	37	1.75
Average Median Score		1.08

themselves frustrated by a type of professional dilemma in which the expected behavior dictated by educational theory could not be reconciled with the expected behavior demanded by the schools as educational institutions.

The median score and the number of responses indicated that this item was not a highly significant cause of teacher transfer. Freedom of transfer within the system was, in this instance, actually an integrating force in that it enabled teachers to move to another school where the "gap" was narrower and where they would be better able to achieve the organizational goals of that school.

Teachers not respected for competence in their teaching specialties. Teachers were dissatisfied when not respected for their competence in subject areas. This lack of respect was displayed by administrators who, when making placements, took insufficient cognizance



of transferees' intensive training in a subject area. Teachers perhaps were frustrated when their personal desires did not reflect those of the school system.

Inability to utilize specialized training. Transferees felt so strongly (median score 1.75) about being unable to utilize their specialized training that the responses to this item revealed a major cause of teacher transfer.

#### Comparison with Related Studies

Each of the three items discussed above was described in related studies as a secondary cause of teacher transfer. When grouped in this study, Training and Professional Factors ranked as the third strongest cause of teacher transfer. However, since only three items included under Training and Professional Factors appeared as major causes of transfer, the actual significance of these factors as a cause of teacher transfer was likely somewhat less than that indicated by the ranked average median scores of the six major parts of the questionnaire. Nevertheless, the conclusion may be drawn that teachers involved in this study attached greater significance to Training and Professional Factors as a cause of transfer than did those transferees referred to in related studies.

#### Characteristics of Transferees Who Responded to Part E

Tables XVII to XXXI in Appendix A contain the statistics which form the basis of this profile and discussion. The responses of all teachers who had replied to at least Part E of the questionnaire were isolated. Analysis of these responses showed that these teachers were





representative of the total transferee group in their personal and professional characteristics.

Teachers who responded to at least Part E revealed a notable inclination to transfer to senior high schools. Of those teachers who responded to at least Part E, there were two and a half times as many teaching in senior high schools after the transfers were completed. These teacher transfers were plausible in light of the specific dissatisfactions expressed earlier in this chapter pertaining to training and professional factors. Transferees possibly believed a move to senior high schools would enable them to bypass the unsatisfactory features they had experienced at elementary and junior high schools, namely, inability to utilize specialized training, too wide a gap between educational theory and school practices, and lack of respect shown teachers competent in their subject areas.

Teachers who responded to at least Part E showed a noticeable tendency to move from elementary, but more particularly from junior high positions, to senior high positions, vice-principalships, guidance, drama and physical education specialist positions. Transfers to senior high positions and specialist fields were natural developments in light of the major causes of dissatisfaction expressed in Part E of the questionnaire. Transfers to vice-principalships may have been the outcome of these dissatisfactions or of outright promotions. Teachers may have felt that a vice-principalship would enable them to utilize their specialized training, to narrow the gap between educational theory and school practice and/or to command respect for competence in their subject areas.



Further analysis of responses to at least Part E of the questionnaire illustrated that there were (1) fewer total transferees, and (2) proportionately more male teachers who responded to this part than to any of the other five parts, excluding Part A, School-Community Factors. One may conclude then, that the transferees, considered globally, did not show extensive dissatisfaction with training and professional factors. However, those who found fault did so zealously, this group being composed of a relatively large number of male teachers. There were enough teachers sufficiently annoyed by training and professional factors to produce an average median score for this group of factors that was third highest of the six average median scores produced by the six parts of the questionnaire.

### III. PART F: PERSONAL AND FAMILY FACTORS

Of the eleven items in Part F, five, or 45 per cent, appeared as major causes of teacher transfer. Personal and Family Factors, as a whole, were definitely indicated as the most influential cause of teacher transfer. An average median score of 2.47 was produced in Part F; this exceeded, by more than a unit, the next highest average median score produced by the parts of the questionnaire.

The major causes of teacher transfer revealed through Part F are treated in order of their increasing influence as causes of teacher transfer within the school system as indicated by their increasing median scores. A tabulation of the five items which appeared as major causes of teacher transfer in Part F is presented in Table XVI.



TABLE XVI

## PERSONAL AND FAMILY FACTORS AS MAJOR CAUSES OF TEACHER TRANSFER

Causes	Number of Responses	Median Scores
I desired experience at a different grade level	39	2.08
I desired to broaden my experience	52	2.35
I desired a change	51	2.52
My family moved or planned to move	27	2.60
I wished to be closer to my residence	75	2.81
Average Median Score		2.47

Experience desired at different grade levels: Desired to broaden my experience: Desired to change. Responses to these three items indicated that teachers deemed them very significant causes of teacher transfer. The transferees had a personal desire which could not be satisfied if they remained in their present teaching positions. The idiographic and nomothetic elements inherent in teaching positions could be harmonized and the positions again become humanly satisfying only if the teachers transferred to teach in different schools. As a desire for variety is a deeply ingrained feature of the human personality, it would be futile for the school system to attempt any major conversions or adjustments in its organizational structure to accommodate the personal whims of teachers desirous of broadening their experience. These factors were causes of teacher transfer which, on the one hand, weakened the system through their resultant administrative inconvenience, staff





instability and instructional inefficiency. On the other hand, the system was strengthened, perhaps to a greater degree, through the increased job satisfaction that the teacher transfers produced. The desire for change was difficult to interpret as a cause of teacher transfer since a teacher transfer originating solely from a desire to change teaching positions could make important, and far-reaching contributions to the school system.

Family moves; Desire to be closer to one's residence. A family move, or anticipated move, appeared as a very strong cause of teacher transfer. While transfers to maintain the family unit were strong causes of teacher transfer within the system, the detrimental effects were perhaps more than counterbalanced by the desirability and essentiality of these transfers.

"A desire to be closer to my residence," Item 79, was indubitably the prime cause of teacher transfer isolated by this study. More transferees responded to this item than to any other--and the median score derived for it was much higher than the median score derived for any other item. The idiographic element exemplified by the attractions and responsibilities of home life took precedence over all nomothetic elements within the school organization. The impact of this cause of teacher transfer was difficult to assess. Was there not a chance that the administrative inconvenience produced within the school system by the accommodation of this human desire was more than outweighed by the additional contributions made to the school system by transferees who were content and composed in their new teaching positions?





### Comparison With Related Studies

A survey of related studies revealed no distinct conclusions regarding the extent to which Item 84, "Desire for change," and Item 86, "Desire for broadened experience," were causes of teacher transfer. The findings of this study were very specific--the desire to change teaching positions and seek broadened experience were primary causes of teacher transfer. A desire to maintain the family unit was commonly mentioned in related studies as a cause of teacher transfer. However, in no instance was it indicated as being of great significance. The conclusion may be reached, then, that there was little agreement between the conclusions of this and related studies with respect to the significance of Item 79, "Moved to be closer to my family and residence" as a cause of teacher transfer. In this study it appeared definitely as the most forceful cause.

### Characteristics of Transferees Who Responded to Part F

Tables XVIII to XXXI in Appendix A contain data which form the basis of this profile and discussion. The responses of all teachers who had replied to at least Part F of the questionnaire were isolated. Analysis of these responses showed that more teachers responded to at least Part F than to any other part of the questionnaire and that these teachers who replied possessed many personal and professional characteristics of the transferee group in general, including the following: marital status, sex, age, salary, experience, and qualifications possessed and sought.

More than four times as many married teachers as single teachers



responded to at least Part F, Personal and Family Factors. This information indicated that personal and family factors were much greater causes of transfer among married teachers than among single teachers. Furthermore, 57 per cent of the married teachers who replied to at least Part F of the questionnaire were women while, in 1963-64 and presumably in 1961-62, only 35 per cent of the total teaching force in the system were married women.<sup>1</sup> It seems that personal and family factors were especially influential as causes of teacher transfer among the married women.

When one considers that the three major causes of teacher transfer emanating from Part F were the desire (1) for a change, (2) to get experience at a different grade level and (3) to broaden one's experience, then the revelation that teachers who responded to at least Part F of the questionnaire were prone to leave elementary schools for junior and senior high schools was not surprising. In reference to positional transfers, teachers who replied to at least Part F also displayed a logical propensity to depart from elementary and junior high positions in favor of senior high, administrative, guidance, drama and physical education specialist positions. This trend was apparently a greater reflection of the teachers' desires to increase their experience than to fulfil the urge to be closer to their families and residences, the most influential cause of teacher transfer produced by this investigation.

---

<sup>1</sup>"Age Distribution of the Teaching Staff of the Edmonton School Board 1963-64," information obtained by A.T.A. Welfare Committee from Forms 1302-328; Edmonton Public School Local of A.T.A.



## IV. SUMMARY OF THE RESPONSES TO PARTS G, H AND I OF THE QUESTIONNAIRE

Parts G, H and I of the questionnaire contained open-ended questions intended to give teachers an opportunity to list dissatisfactions omitted from the questionnaire proper. Many of the responses to these parts were elaborations of particular items listed in other parts of the questionnaire; discussing them again would be superfluous.

The remaining responses covered the gamut of dissatisfactions, ranging from revealing, to contradictory, to humorous. Some of the most typical causes of teacher transfer listed in Parts G, H and I are included in the following list:

1. Principal-teacher friction created tensions which were taken home and had an adverse effect on our home life.
2. Get movable desks and a central library.
3. All other staff members were requesting transfers because of principal-teacher relationships.
4. Insist on application of the A.T.A. Code of Ethics by authorities as well as teachers.
5. More emphasis on the School Act and less on the . . . Handbook as the policy authority.
6. Transferred to work with a principal I knew and respected.
7. Dissatisfaction with the . . . school system's streaming procedures.
8. Need a different curriculum for weaker grade nine students.
9. Change the course content so bright and slow students would not be responsible for the same work.
10. Proper methods of supply of material.
11. Pension off a few staff members.
12. Requested an administrative job to receive more money for less work.
13. Principals' discrimination and inconsideration for staff members appeared to be planned to bolster the female teachers whose behavior, while most unprofessional, made school more pleasant for the principal.
14. Principal resented anyone having more than one year of training.
15. Principal acted as a cushion between the community and school board.
16. People in a prestige area placed too much pressure on the staff, too many concessions given these parents by the administrators.
17. Moved back to pupils and families I knew well; these pupils of low socio-economic status need education for mobility.
18. I was pressured into trying junior high school.
19. Too many stairs in the school.





20. Junior high students were too much of a disciplinary challenge.
21. Principals should be supervised more carefully.
22. Principal's actions undermined my morale.
23. Little in the line of seniority existent in the City Staff.
24. Less emphasis should be placed on the results as a criteria of a teacher's merit.
25. Transfer keeps me professionally young.

#### V. SUMMARY OF CHAPTER VI

Teachers who responded to at least Part D, Working Conditions, were representative of the total transferee group. The transferees involved in this study isolated unsatisfactory working conditions as the least influential cause of transfer in relation to the six groups of causes indicated by the parts of the questionnaire. Transferees described in related studies attached considerably more significance to the influence of working conditions as a cause of transfer than did the subjects of this study.

Teachers who voiced dissatisfaction with training and professional factors gravitated toward senior high school positions and administrative posts. Transferees in this study ranked training and professional factors as the third most influential group of causes of teacher transfer, and regarded them as much more important than was indicated in the evidence of related studies. More male teachers than female teachers responded to at least Part E of the questionnaire.

Teachers who responded to at least Part F were representative of the total transferee group and were numerically greater than those who responded to any other part of the questionnaire.

Transferees who replied to at least Part F vacated elementary schools in favor of junior and senior high schools--a logical trend in



light of their desire to gain wider and more varied experience. A conclusion of this study was that personal and family factors were definitely the most influential group of causes of teacher transfer. Related studies did not regard personal and family factors as being a significant cause of teacher transfer.



## CHAPTER VII

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### I. SUMMARY OF THE INVESTIGATION

Guba's model of internal administrative relationships formed the theoretical base for this study. The behaviors of individuals comprising an organization are largely controlled by various "classes" of behavioral determinants. Two major classes of behavioral determinants are (1) those emanating from within individuals and concerned with personal attitudes, needs, motivations and predispositions (labelled idiographic) and (2) those emanating from without individuals and concerned with impersonal, technical roles that organizations expect and/or prescribe for each of their members (labelled nomothetic). Conflicting behavioral determinants create a system of alienating forces within an organization. The relative influence of a system of alienating forces is contingent upon the amount of divergence existent between the pertinent personal (idiographic) and technical (nomothetic) elements involved. Alienating forces are opposed by a system of integrating forces which binds individuals to organizations. These two systems of forces create a school organization which functions in a state of equilibrium, the result of equal systems of forces working in opposition to each other. A functional organization is also necessarily influenced by a third system of forces, labelled actuating, which give the drive, leadership and impetus that render it operative.



The writer assumed that job dissatisfaction, manifested in many ways, one of which was teacher transfer, created alienating forces within a school. Isolation of the causes of teacher transfer lead to identification of the existent job dissatisfaction and thence to identification and measurement of some of the alienating forces prevalent within the schools.

A teacher transfer was defined as an "intra-system" transfer, that is, any teacher-initiated change or requested change in teaching position from one school to another, the schools being under different principals but within the same school system. For personal reference to a teacher who transferred or requested transfer, the term "transferee" was often employed. The study was confined to the one school system in order to control variables that were wholly inter-system, enabling a more thorough investigation of intra-system variables. The underlying rationale applied was that administrators of a school or school system may be able to influence some of the intra-system variables and thereby reduce teacher transfer, but administrators of a school or school system are less able to influence inter-system variables. Teacher transfers within the same school were not included. Teachers involved were full time employees.

A dual source was utilized to structure the questionnaire--a survey of the related research and a related study carried on in Idaho by Adamson.<sup>1</sup> The basic format of the questionnaire was established from

---

<sup>1</sup>H. K. Adamson, "An Analysis of the Teacher Turnover Problem in Idaho, 1958-59" (unpublished Master's thesis, Idaho State College, 1960).





these two sources. Teachers who responded were permitted additional scope in their replies through the provision of open-ended questions in the instrument.

Questionnaires were sent to 269 transferees. Of the 269 questionnaires, 161 usable copies were returned. The data contained in the questionnaires were coded, punched on I.B.M. cards and analyzed.

The questionnaire contained two sections, Section I, which yielded personal and professional data on the transferees; and, Section II, which consisted of six main parts, each part yielding data regarding a different group of related factors pertinent to teacher transfer. The six main parts of Section II were as follows: Part A - School-Community Factors; Part B - Administration and Supervision Factors; Part C - Pupil Factors; Part D - Working Conditions; Part E - Training and Professional Factors; Part F - Personal and Family Factors.

Analysis of the data from Section I of the questionnaire, yielded the personal and professional characteristics of the transferees, in general, as well as some physical characteristics of the schools and teaching positions involved in the teacher transfers. A major cause of transfer was defined and, in terms of this definition, the major causes of transfer stemming from the response to the items in each of the six parts of Section II of the questionnaire were isolated and ranked according to the median scores produced by the items when the total number of responses to each was placed on a weighted four-point ordinal scale.

Further analysis of the data divided the general transferee group into six sub-groups, one corresponding to each of the six parts of Section II of the questionnaire. This phase of the analysis yielded



a profile of each of the six sub-groups of transferees. The profiles enabled comparison of the personal and professional characteristics of the teachers who had responded to the items in each part of the questionnaire with the factors from each part that appeared as major causes of teacher transfer. This type of analysis applied to Part C - Pupil Factors, for example, revealed the specific pupil factors that had caused teacher transfer as well as the personal and professional characteristics of the teachers who were dissatisfied with these pupil factors. Attempts were made to interpret the causes of teacher transfer in light of the personal and professional characteristics of the teachers who transferred.

The nature and extent of the agreement or disagreement between the conclusions of this study and those of related studies were outlined at appropriate, related places.

This study was subject to the weaknesses of investigations wherein data were gathered by questionnaire method. The significance of the findings was reduced by the 60 per cent return of questionnaires. At least two possible explanations for the low return are that (1) it was distributed at a time of year when many tasks vie for a teacher's time, and (2) in spite of its anonymity, the questionnaire contained some rather personal questions which may have proven either sensitive, offensive, or both, to potential respondents. Limiting this study to one school system may also have reduced the significance of the findings.

## II. SUMMARY OF THE CONCLUSIONS

This study indicated that transfers occurred most frequently



between elementary schools and that slightly over half of the transfers were between the same types of schools. Nine-tenths of the total teacher transfers between school types were probably to be expected in the normal course of events within a school system. The majority of the teacher transfers were either to the same type of schools or to a type that provided instruction at more advanced grade levels. Forthcoming from this evidence was the conclusion that, in general, the patterns of transfer between school types did not reflect any serious alienating forces existent in the school system during the period pertinent to this investigation, that is, there was no pronounced tendency to vacate any particular type of school in favor of another particular type.

The overall picture of transfers between teaching positions showed that the most frequent positional transfer was at the elementary level, slightly over a third being of this type. Nearly two-fifths of the teachers who replied to the questionnaire transferred to the same type of teaching positions as they had held previously. Moreover, 85 per cent of these positional transfers were logical and routine, the majority consisting of transfers either to the same type of teaching position, to teaching positions requiring instruction at more advanced levels or to accept promotions in the form of administrative appointments. This study produced no evidence to indicate that teachers were prone to vacate a specific position in favor of another different specific position. By and large, the positional transfer patterns reflected no serious alienating forces in the school system during the period June 1961 to June 1962.

Further analysis of the teacher transfer trends between school





types revealed the following. Three groups of factors, school-community factors, administration and supervision factors, and personal and family factors, all seemed to cause teachers to vacate elementary schools in favor of junior and senior high schools. Both pupil factors, and training and professional factors, promoted a strong tendency for teachers to transfer to senior high schools. Working conditions seemed to have no evident effect on the tendencies of teachers to transfer from one type of school to another.

More intensive investigation of the positional transfers divulged the following findings. School-community factors tended to cause teachers to avoid elementary positions in favor of teaching positions in junior and senior high schools and in specialized teaching fields. Two types of factors, administration and supervision factors, and personal and family factors, created a tendency for teachers to transfer from elementary and junior high teaching positions to senior high, administrative and specialized teaching positions. Pupil factors and training and professional factors promoted a similar trend but with much greater stress on the avoidance of teaching positions in junior high schools. Working conditions had no strong effect on the positional transfers and produced only a slight tendency for teachers to move from elementary and junior high positions to vice-principalships.

This, then, is the conclusion that may be reached--the overall patterns of teacher transfer between types of schools and between teaching positions suggested the absence of any serious alienating forces. However, more rigorous probing revealed that transfer patterns established by teachers in certain types of schools and in certain



teaching positions directly reflected their avoidance of and preference for specific types of schools and teaching positions.

A profile of the potential transferee was compiled from the modal responses to each item of Section I of the questionnaire, concerned with the personal and professional characteristics of the transferees and the physical aspects of their transfers. A teacher who was most likely to become a transferee, according to this study, would display the following characteristics: be married; be a female; be twenty-five to twenty-nine years old; receive an annual salary from \$5,000 to \$5,999; have three to five years teaching experience with the school system; possess a Bachelor of Education degree; desire a transfer from one elementary-type school to another and from one elementary teaching position to another.

A global interpretation of the transferee group showed that, this group contained relatively (1) more married teachers, (2) more married female teachers, (3) more older teachers, (4) more teachers in the \$4,000 to \$6,999 salary category, (5) more inexperienced teachers, and (6) more highly qualified teachers than the total teaching force in the school system during the period under investigation.

Three findings that spoke well for the transferees and the school system involved in this study were as follows. The transferees indicated that (1) the amount of outdoor playground supervision was only a secondary cause of teacher transfer, (2) the buildings, facilities, teaching materials and equipment were not sources of pronounced dissatisfaction, and (3) they were dissatisfied with general supervision that was too lax, inconsistent and permissive, with too many class



interruptions. From findings (1) and (2), above, one may conclude that either the teachers possessed sufficient professional dedication to carry out the assigned supervision without complaint, and sufficient versatility to make the best of the existent physical aspects of the teaching conditions, or the administrators had structured supervision schedules and provided for their material, physical teaching needs in a mutually satisfactory manner, or maybe a combination of the two conclusions existed. Finding (3), above, may have been an indication that the transferees were greatly concerned about these two conditions operative within the schools. The conditions apparently created discord between personal and technical elements that were endeavoring respectively, adequately and simultaneously to serve the needs of teachers' personalities and a school system.

#### Comparison With Findings of Related Studies

The writer assumed that major and secondary causes of teacher transfer were similarly defined in this and related studies. In order to compare causes of teacher transfer isolated in this study with those discussed in related studies, the causes have been classified into four groups, as follows: the causes of teacher transfer isolated by this study which were (1) in complete agreement, (2) in partial agreement, (3) in complete disagreement with the causes presented in related studies, and, (4) the causes of teacher transfer isolated in this study which were not included in related studies. These four comparative groupings are presented below.





Agreement. The findings of this and related studies were similar in that (1) lack of parental interest in school affairs, and (2) teacher placement not coincident with their training and/or interests were only secondary causes of teacher transfer. There was agreement on nine major causes of teacher transfer, listed as follows: (1) overly autocratic administration, (2) lack of well-defined lines of authority, (3) insufficient instructional leadership, (4) lack of inspiration and motivation for new teachers, (5) inconsistent adherence to policy, (6) lack of administrative leadership, (7) lack of administrator-staff communication, (8) principals' administrative behaviors, and (9) lack of non-teaching time to prepare, organize and evaluate teaching activities.

Partial agreement. Teachers who responded to the questionnaire indicated incompatibility among staff members was a secondary cause of transfer whereas related studies rendered it only slightly influential. Desire for change, broadened experience, and experience at a different grade level were shown by this study to be primary causes of teacher transfer whereas related studies deemed them relatively uninfluential. A survey of the related studies indicated maintenance of the family unit to be of medium influence as a cause of teacher transfer; information obtained through this study established it as the most influential of the 133 possible causes encompassed in the questionnaire.

Disagreement. This study revealed four major causes of teacher transfer which related studies viewed as uninfluential. These four causes were (1) the socio-economic status of the school-community,





(2) pupil factors, (3) general working conditions, and (4) training and professional factors. Related studies pointed out two very influential causes of teacher transfer which this study indicated as only secondary causes. These factors were (1) the amount of outdoor playground supervision required, and (2) unsatisfactory buildings and facilities, and lack of teaching aids, materials and equipment.

Not included in the related studies. Two factors not included in related studies but shown as secondary causes of teacher transfer in this study were (1) general supervision that was too lax, inconsistent, and/or permissive, and (2) too many class interruptions. The factor stated as "The teaching load was too unevenly distributed among staff members" was also rated as secondary cause of teacher transfer in this study but was not mentioned in related studies, possibly because none deal with intra-system transfer.

On the evidence of this study, one may conclude that, during the period under investigation, the extent of intra-system transfer in the school system was very similar to the annual inter-system transfer in Alberta and slightly less than the amount of inter-system transfer indicated in related studies.

#### Major Groups of Causes of Teacher Transfer

Chapters V and VI contain a detailed description and discussion of the forty-nine factors isolated by this study as major causes of teacher transfer in the school system during June 1961 to June 1962. The writer decisively concluded that personal and family factors were the most influential group of causes of teacher transfer, wherein teachers



indicated a very strong desire to maintain their family units and also to gain wider and more varied teaching experience.

Administration and supervision factors, the next most influential group of causes of teacher transfer, featured two main dissatisfactions, namely: (1) lack of administrator-staff rapport, and (2) unacceptable administrative behavior on the part of principals.

The third most influential group of causes of teacher transfer was collectively described as training and professional factors. Transferees were dissatisfied with their inability to utilize specialized training and to secure professional freedom in their roles as teachers.

School-community factors were the fourth strongest group of causes of teacher transfer. Teachers transferred from the school-community if they sensed that parents and the school-community, in general, had an apathetic, complacent attitude toward school. There was some indication in the evidence gleaned from this study that the severity of the teacher transfer problem was indirectly related to the cultural level of the school-community.

Pupil factors were the fifth strongest group of causes of teacher transfer. The transferees were dissatisfied with incompatible grade levels within classes and unreasonably large classes; with being required to teach an excessive number of what they termed slow learners; with the lack of sufficient relief from pupil contact during the school day; with the lack of parental cooperation; with the undesirable deportment of students; and with students who were habitual discipline problems.

The sixth strongest group of causes of teacher transfer consisted of dissatisfactions with working conditions. Teachers were not satisfied



with various factors encompassing many facets of school routine such as staff incompatibility; inadequate buildings and facilities; supervision; teaching load; preparatory time; and placement in teaching positions for which they lacked adequate training. The number of teachers who expressed dissatisfaction through Part A, School-Community Factors, and Part E, Training and Professional Factors, was less than the number of teachers who responded to the other four parts of Section II of the questionnaire. However, the attitudes of these teachers were expressed more emphatically with the result that training and professional factors ranked, collectively, as the third strongest group of causes of teacher transfer, and school-community factors, collectively, ranked as the fourth strongest group of causes.

The fact that relatively more male teachers were dissatisfied with school-community factors than with other groups of factors encompassed by the questionnaire invited some possible explanations. Were the male teachers less able to face the challenges wrought by school-community factors, more bold and hasty about lodging their complaints, or better able to recognize, accept and adjust to the futility of striving to achieve organizational goals amid adverse conditions?

Of the male teachers whose professional training consisted of at least one degree, there were a relatively greater number who responded to Part E, Training and Professional Factors. It was to be expected that male transferees who were making a career of teaching would be desirous of teaching positions wherein their specialized training could be utilized to the fullest extent. Moreover, transferees with specialized training would be most content and therefore would make the greatest







contribution to the school system when in teaching positions in which they made full use of their special training, background and experience. Thus, it was not unusual that a relatively large number of the transferees who responded to Part E were well-qualified males possessing at least one degree as a professional qualification.

Some evidence extracted from the data suggested that a few dissatisfactions were expressed in all parts of the questionnaire by a common group, a "core" of transferees. It was possible that the transferee group encompassed a cluster of "chronic complainers," the satisfaction of whom would tax any school system. Another possible explanation as to why a common group of teachers expressed widespread dissatisfaction was that these teachers may not have been "chronic complainers" but rather were teachers definitely dissatisfied with one aspect of their teaching positions and who, because of this one dissatisfaction, may have become more aware of other dissatisfactions than did their fellow teachers. In short, teachers who were distinctly dissatisfied with one aspect of their teaching positions may have had feelings of dissatisfaction directly or indirectly permeating many other aspects of their teaching positions.

#### Control Over Causes of Transfer

The evidence gathered in this study indicated some major causes of teacher transfer. To what extent are these causes controllable by administrators of a school system? Determination of the extent to which the causes of teacher transfer are controllable has been dealt with by envisaging each of the causes as being in one of three areas--the area wherein the administrators of the school have (1) much control, (2) some



control, and (3) little or no control. Causes of teacher transfer placed in category three were automatically eliminated.

In the writer's opinion, the results of this study indicated that fourteen of the causes of teacher transfer are partially controllable by the administrators of a school system and nine causes are definitely controllable. The added control and resultant reduction of teacher transfer would be contingent upon the following modifications in the school system: adjustment of administrative and supervisory procedures; modification in staffing and placement practices; more stringent selection and promotion of administrative personnel; changes in the methods of coping with individual differences; and some financial sacrifices on the part of taxpayers. In solving of the teacher transfer problem, the school system's administrators have to consider the nature and extent of the teacher transfers and their effects upon the school system, and weigh these effects against the organizational and administrative changes that have to be enacted to reduce or eliminate the problem.

Assuming that the apparent modifications necessary to reduce teacher transfers are undertaken by a school system, what assurance will it then have that teacher transfers of other types and stemming from other causes will not subsequently exhibit themselves, the reduction of which will necessitate further organizational modifications? The detrimental effects of teacher transfer may not be of such magnitude as to warrant the organizational changes necessary to reduce them. Administrators have to decide which procedure enables them to achieve best the goals of the school system--acceptance of teacher transfer as an alienating force or attempted reduction of teacher transfer. A school



system that attempts to eliminate teacher transfer will likely run the double risk of having teacher transfer reappear later in modified form, and then of being unable to operate the school system as effectively and efficiently as at present because of the impact of new alienating forces.

The causes of teacher transfer are classified below according to a school system's ability to control them.

Some Control Over

1. Parental cooperation and interest.
2. Inspiration and motivation for new teachers.
3. Administrative leadership for new teachers.
4. Inadequate administrator-staff communication.
5. The principals' administrative behavior.
6. Incompatible grade levels within classes.
7. Too little relief from pupil contact during the school day.
8. Teaching an excessive number of slow learners.
9. Pupils who display unacceptable deportment and who are difficult to work with and to understand.
10. Too much outdoor, playground supervision.
11. Unsatisfactory buildings, facilities, lack of materials, aids and equipment.
12. Insufficient time for planning, preparing and evaluating teaching activities.
13. Placement in teaching positions where a) qualifications were lacking, b) the teacher was unable to utilize his specialized training, c) no respect was shown for competence in a teaching area, and d) too wide a gap existed between educational theory





and practice.

14. Transfers to be with one's family or closer to one's residence.

#### Much Control Over

1. General supervision that was too rigid, inflexible, authoritative.
2. General supervision that was too lax, inconsistent, permissive.
3. Supervision of instructional techniques that was carried too far.
4. General supervision that was difficult because lines of authority were not well-defined.
5. Insufficient department or grade-level meetings held.
6. General supervision that was difficult because consistent adherence to established policies was not maintained.
7. Large classes which made it impossible to give each child adequate help and guidance.
8. Teaching loads that were too unevenly distributed among staff members.
9. Too many class interruptions.

Principals lacked or did not sufficiently utilize the "consideration" dimension of leadership defined as "behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of the group."<sup>2</sup> Principals possibly did not

---

<sup>2</sup>Leader Behavior Description Questionnaire, Bureau of Business Research, College of Commerce and Administration, The Ohio State University, Columbus, Ohio, 1957.





exhibit adequate human skills--the business of stimulating and influencing others, working with others, and mobilizing their efforts.

On the evidence of this study, the writer concluded that personal and family factors were the most influential group of causes of teacher transfer. These factors were the most influential but the least controllable. The inverse relationship between the significance of a cause of teacher transfer and the ability of school administrators to control it is generally true of all the causes of teacher transfer isolated by this study. The fact that those causes of teacher transfer partially or wholly controllable by the school system, appeared as lesser causes of teacher transfer, implicitly suggested that the probable reason certain causes of teacher transfer appeared less influential was that the school system had exercised some control over them. In short, the evidence indicated that administrators of the school system had probably taken some action to reduce teacher transfer in those areas where control was possible and effective.

### III. RECOMMENDATIONS FOR REDUCTION OF TEACHER TRANSFER

The following recommendations for reduction of teacher transfer within a school and school system are made by the writer on the basis of the evidence gathered in this study.

1. Top level administrators in a school system and at each school within a school system should clarify line and staff positions in the organizational hierarchy in order that areas of responsibility and delegation of authority pertinent to each administrative official will be succinctly defined.



2. Thought should be given to the potentialities of new media available in the instructional field and to staff utilization projects in an effort to afford teachers greater instructional versatility and increased ability to accommodate individual differences within their classes. The study produced evidence that teacher-pupil ratio, teaching loads, lack of preparatory time, and incompatible combinations of students caused teachers to vacate elementary and junior high positions.
3. Upgraded, more beneficial orientation programs are needed for the staff generally and for new teachers particularly. The services of consultants and instructional supervisors need to be provided sincerely and tactfully increased. Assistance and advice should be available for the asking. The psychological uplift rendered by praise and appreciation for good work should not be overlooked. Some attempts need to be made to allow the Hawthorne<sup>3</sup> effect to become more operative.
4. The administrative behavior of some principals was apparently a prominent factor in causing teachers to transfer. The power, prestige and influence that principals are able to achieve through possession and application of true leadership qualities needs to be accentuated. Principals should perhaps adopt a modified concept of administration in which their vested powers, delegated authority and status are suppressed. The requests

---

<sup>3</sup>F. J. Roethlisberger, Management and Morale (Cambridge: Harvard University Press, 1956), p. 26.



which principals make of their staffs must necessitate staff behavior which enables adequate and simultaneous achievement of individual and organizational goals. More instructional, administrative leadership is necessary and lines of communication need to be reopened. More principals' leadership institutes are needed to acquaint principals further with the theory of educational administration and to help them reassess and redraft their own concepts in order to bring all facets of the administrative process into functional, operative focus.

5. Changes are needed in placement procedures. Personnel should be employed and placed on the rationale that fitting a teaching assignment to the teacher is superior to fitting a teacher to his assignment. All means possible should be utilized to correlate the cultural, socio-economic traits of a community with those of a teacher assigned to that area. Compatibility of teacher-students-staff must be given full consideration prior to teacher placement.
6. A "pre-determination" interview should be incorporated into the placement procedures. These interviews, held previous to the authorization or refusal of teacher transfers, would enable placement officers to become more fully aware of the reasons why teachers wish to vacate certain positions. These disclosures would enable some control over the underlying causes of teacher transfer.
7. Placement of teachers in schools as close as possible, geographically, to the teachers' home or adjacent districts should be





stressed further and employed to as great an extent as is administratively feasible.



## BIBLIOGRAPHY



## BIBLIOGRAPHY

### A. BOOKS

- Ackoff, R. L. The Design of Social Research. Chicago: The University of Chicago Press, 1953.
- Barnes, Fred P. Practical Research Projects. Illinois Association for Supervision and Curriculum Development, 1960.
- Campbell, Roald F., John E. Corbally and John A. Ramseyer. Introduction to Educational Administration. Boston: Allyn and Bacon, 1958.
- Downey, L. W. (ed.). The Alberta School Principal, 1961. The Policy Committee, Leadership Course for School Principals, Edmonton, 1961.
- \_\_\_\_\_. The Alberta School Principal, 1962. The Policy Committee, Leadership Course for School Principals, Edmonton, 1962.
- Edwards, Allen L. Statistical Methods for the Behavioral Sciences. New York: Rinehart and Company, Inc., 1958.
- Ferguson, George A. Statistical Analysis in Psychology and Education. New York: McGraw-Hill, 1959.
- Flower, G. E. and F. K. Stewart. Leadership in Action. Toronto: W. G. Gage Limited, 1958.
- Good, C. V. and D. E. Scates. Methods of Research. New York: Appleton-Century-Crofts, Inc., 1954.
- Griffiths, Daniel. Human Relations in School Administration. New York: Appleton-Century-Crofts, Inc., 1956.
- Guba. E. G. "Research in Internal Administration--What Do We Know?" Administrative Theory as a Guide to Action (Campbell and Liphan, eds.). Chicago: Midwest Administration Centre, University of Chicago, 1960. Chapter VII.
- Halpin, Andrew W. (ed.). Administrative Theory in Education. Chicago: Midwest Administration Centre, University of Chicago, 1958.
- Roethlisberger, F. J. Management and Morale. Harvard University Press, 1956.
- Role of the Classroom Teacher in Educational Research. Ottawa: Research Division, Canadian Teachers' Federation, July, 1961.



Sellitz, Claire, et al. Research Methods in Social Relations. New York: Henry Holt and Company, revised 1960.

Siegel, Sidney. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill, 1956.

Tead, Ordway. The Art of Administration. New York: McGraw-Hill, 1951.

Wickens, D. and D. R. Meyer. Psychology. New York: The Dryden Press, 1955.

## B. PERIODICALS

Aikenhead, J. D. "To Teach, or Not to Teach," Alberta Journal of Educational Research, XI:3 (September, 1956), 173-185.

Anderson, S. A. and R. S. Conville. "Teacher Turnover in Cole's County, Illinois," Educational Administration and Supervision, XXXXII (1956), 10.

Andres, J. "Introducing the Exit Interview," Education Digest, XXII (April, 1957), 26-27.

Bartram, D. W. "Why Did He Quit Teaching?" Ohio School, XXXIX (March, 1961), 14-15.

Charters, W. W. Jr. "What Causes Teacher Turnover?" School Review, LXIV (1956), 294-99.

Chase, Francis S. "Factors for Satisfaction in Teaching," Phi Delta Kappan, XXXIII (November, 1951), 127-132.

Crawford, Robinowitz. "A Study of Teachers' Careers," School Review, LXVIII (1960), 377-99.

Darrow, Normal L. "A Six Year Study of Teacher Turnover in the Public Schools of Terre Haute, Indiana, 1959-60," College Journal (November, 1961), 34.

Dejnozka, E. L. "Salary Schedule That Rewards Continuous Local Service," School Executive, LXXIX (September, 1959), 64.

Dunn, B. F. "Do You Know Why Your Teachers Resign?" Overview, II (June, 1961), 32.

Elsbree, W. S. "Getting and Keeping Able Teachers," Teachers' College Record, LX (1959), 327-36.

\_\_\_\_\_. "Teacher Turnover in the Cities and Villages of New York State," Teachers' College Contribution to Education, CCC (1928), 44.





- English, J. F. K. "Current Methods of Recruiting and Retaining Teachers," Canadian Education, V-VI (1949-51), 90.
- Erickson, T. B. "How Can We Get Enough Competent Teachers and Keep them," Montana Education, XXXI-XXXII (April, 1956), 11.
- Forester, John J. "Selecting and Training Elementary School Principals," The National Elementary Principal, XXXIV (October, 1954), 32-35.
- Harris, W. S. "Why Teachers Leave the Profession," Ohio School, XXXVI (November, 1958), 26-27.
- Hill, P. W. "How To Secure and Retain Good Teachers," Education Digest, XXIV (October, 1958), 8-10.
- Hood, E. M. and C. F. Johnson. "Staffing Schools for Keeps," School Executive, LXXVII (April, 1958), 54-55.
- Leader Behavior Descriptive Questionnaire. Columbus, Ohio: Bureau of Business Research, College of Commerce and Administration, Ohio State University, 1957.
- Lindstedt, S. A. "The Alberta Teacher Force in 1957-1958--A Summary," Report of the Royal Commission on Education in Alberta. Edmonton: November, 1959, p. 341.
- McLaughlin, J. and B. Nicholson. "Why Teachers Quit Teaching," Nation's Schools, LVIII (November, 1956), 60-61.
- Pepper, C. K. "Holding Your Teachers," The Bulletin of The National Association of Secondary School Principals, XXXII (May, 1948), 116-20.
- Philips, W. A. "Can We Reduce Teacher Turnover?" Phi Delta Kappan, XXXVIII (April, 1957), 272-74.
- Rogers, E. and M. Saffir. "Chicago's Plan for Aiding High Transiency Schools," National Educational Journal, XLV (December, 1956).
- Ross, Maurice J. "Teacher Turnover, 1959-60," Research Bulletin, No. 3 Series. Hartford: Connecticut State Department of Education, May, 1960).
- Sargent, C. G. "Changing Concept in Administration," Canadian Education, XIV:4 (September, 1959), 25-34.
- "Status of the American Public School Teacher," National Education Association Research Bulletin, XXXV:1:17 (February, 1957).
- Williams, M. F. "To Attract and Hold Good Teachers," School Executive, LXXIX (September, 1959), 66-68.



## C. UNPUBLISHED MATERIALS

Adamson, H. K. "An Analysis of the Teacher Turnover Problem in Idaho, 1958-59." Unpublished Master's thesis, Idaho State College, 1960.

"Age Distribution of the Teaching Staff of the Edmonton Public School Board, 1963-64." Information obtained by A.T.A. Welfare Committee from Forms 1302-328, Edmonton Public School Local of A.T.A.

Distribution of Teacher Population 1958-59 Staff. Information obtained from Mr. M. J. V. Downey, Personnel Officer Educational, Edmonton Public School System, May, 1962.

Downey, M. J. V. Edmonton Public School System Staff Placement on Salary Schedule, 1961-62.

Edmonton Public School Local A.T.A. Analysis, of 1963-63 Staff Training and Experience, Edmonton, February, 1964.

Harris, W. S. "Factors Influencing the Withdrawal of Teachers from the Ohio Public School System." Unpublished Doctoral thesis, Indiana University, Bloomington, Indiana, 1954.

Peach, J. W. "Procedures and Criteria Used in Selecting Administrative Personnel in Large Urban School Systems in Western Canada." Unpublished Master's thesis, University of Alberta, Edmonton, 1963.

Robinson, D. W. "Analysis of Motives for the Choice of a Teaching Career." Unpublished Doctoral thesis, University of Pennsylvania, Philadelphia, 1944.

Staff Placement 1961-62 According to Division. Information from Mr. P. Cox, Secretary-Treasurer of Edmonton Public School Local A.T.A., Edmonton, March, 1964.



## APPENDIX A





TABLE XVII

MARITAL STATUS OF TRANSFEREES ACCORDING TO PARTS OF THE QUESTIONNAIRE

Marital Status	Part A	Part B	Part C	Part D	Part E	Part F
Single	13	15	15	13	9	23
Married	46	59	61	60	43	98
Totals	59	74	76	73	52	121

TABLE XVIII

Sex	Part A			Part B			Part C			Part D			Part E			Part F														
	Sin.	Mar.		Sin.	Mar.		Sin.	Mar.		Sin.	Mar.		Sin.	Mar.		Sin.	Mar.													
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T												
Male	4	22	26	5	26	31	5	24	29	4	26	30	5	20	25	6	42	48												
Female	0	24	32	11	33	44	9	37	46	9	9	43	3	23	26	17	56	73												
Totals	4	8	22	24	58	5	11	26	33	75	5	9	24	37	75	4	9	26	34	73	5	3	20	23	51	6	17	42	56	121



TABLE XIX

AGE OF TRANSFEREES ACCORDING TO PARTS OF THE QUESTIONNAIRE, TRANSFEREES' MARITAL STATUS AND SEX

Age	Part A				Part B				Part C				Part D				Part E				Part F									
	Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.							
	M	F	T	M	F	T	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T	M	F	T						
20-24	2	1	4	7	1	2	3	7	13	1	3	3	5	12	1	3	3	5	12	1	2	2	3	8	1	5	3	7	16	
25-29	4	2	8	7	21	4	3	7	11	25	4	2	7	12	25	3	1	8	11	23	4	6	6	16	4	2	9	17	32	
30-34		2	1	3		2	1	3		2	2	4		2	3	5		2	3	5		3	1	4		1	8	3	12	
35-39		6	1	7		10	2	12		5	3	8		6	3	9		4	2	6		4	2	6		1	10	7	18	
40-44	1	2	2	5		2	2	4	8		1	1	7		2	4	6		2	4	6		2	4	6		5	5	10	
45-49	1	1	4	6		2		3	5		1	2	3	6		2	2	3	7		1	2	3	3		3	3	5	11	
50-54			3	3		1		3	4			1	3	4		1		3	4				3	3	1	1		5	7	
55-59	2		2			1			1		2			2		2			2		1		1	2		4	1	2	7	
60-64		1					1		1	1	2		1	1	2		1		1				1	1		1	1	1	2	
65-69																													1	1
Totals	4	8	21	22	55	5	11	25	31	72	5	9	22	36	72	4	9	24	32	69	5	3	19	22	49	6	17	40	53	116



TABLE XX

ANNUAL SALARY OF TRANSFEREES, ACCORDING TO PARTS OF THE QUESTIONNAIRE,  
TRANSFEREES' MARITAL STATUS AND SEX

Annual Salary	Part A			Part B			Part C			Part D			Part E			Part F														
	Sin.		Mar.	Sin.		Mar.	Sin.		Mar.	Sin.		Mar.	Sin.		Mar.	Sin.		Mar.												
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T												
\$3,000-3,999	2		3	5	2	3	3		3	6	3		2		2	4	4	6	10											
4,000-4,999		2	7	9	1	3	12		14	16	1	3	12		1	7	8	1	4	19	24									
5,000-5,999	1	7	5	13	1	2	7	1	17	16	1	1	7	6	2	4	13	2	3	12	11	28								
6,000-6,999	4	2	5	13	3	2	6	3	14	18	2	1	6	4	1	5	10	2	3	8	7	20								
7,000-7,999	1	1	2	4	1	1	2	1	6	8	1	2	1	4	1	2	5	2	2	6	3	13								
8,000-8,999	1		1	2	2		1	1	1	3	1	1	1	1	3	1	3	1	2	2	3	6								
9,000-9,999		2		2	3		1		1	1	2	1	2	1	3	2	4	1	3			4								
10,000-10,999		1		1	1		2		2	2		3			3	1	1		3			3								
Totals	4	7	18	20	49	5	10	22	29	66	5	8	21	34	68	4	9	23	31	67	6	3	18	21	48	7	14	38	49	108

TABLE XXI

TRANSFEREES' TEACHING EXPERIENCE IN ALBERTA CLASSIFIED ACCORDING TO PARTS OF THE  
QUESTIONNAIRE, TRANSFEREES' MARITAL STATUS AND SEX

Teaching Experience	Part A			Part B.			Part C			Part D			Part E			Part F														
	Sin.	M	F	Sin.	M	F	Sin.	M	F	Sin.	M	F	Sin.	M	F	Sin.	M	F												
0 - 2	1	1	3	5	10	1	3	4	8	2	1	1	3	4	9	2	1	3	3	9	3	2	4	6	15					
3 - 5	4	2	6	8	20	4	3	8	16	31	3	3	7	12	25	2	3	7	10	22	3	1	7	7	18	2	4	10	19	35
6 - 8		1	4	3	8	1	2	4	4	11	1	1	4	8	14	1	2	4	7	14	1		4	3	8	2	3	12	12	29
9 - 11		1	2	2	5		2	2	2	6		1	2	4	7		1	3	5	9	1		2	4	7	1	2	4	5	12
12 and over		3	7	6	16		3	7	8	18		3	8	8	19		1	4	6	11			6	11	13	30				12
Totals	5	8	22	24	59	6	10	25	33	74	6	9	23	37	75	4	10	25	34	73	7	3	20	23	53	8	17	41	55	121





TABLE XXII

TRANSFEREES' TEACHING EXPERIENCE IN OTHER PROVINCES ACCORDING TO PARTS OF THE QUESTIONNAIRE, TRANSFEREES' MARITAL STATUS AND SEX

Part A				Part B				Part C				Part D				Part E				Part F										
Teaching		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.										
Experience	M	F	T	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T	M	F	T									
0 - 2	3	3	7	4	17	4	3	7	6	20	3	3	5	9	20	2	3	6	9	20	3	1	6	6	16	3	6	13	11	33
3 - 5			1		1			1	1	1			1	3	4			1	2	3	1				1	1		1	3	5
6 - 8			2		2			2	2	2				3	3				3		3				3				4	4
9 - 11			1		1			1	1	1			1	1	1			2	2					2	2			2	2	4
12 and over			1	1	2			1	1	2			1	1	2			1	1				1	1	1			1	2	3
Totals	3	3	9	8	23	4	3	9	10	26	3	3	8	16	30	2	3	10	14	29	4	1	9	9	23	4	6	17	22	49

TABLE XXIII

TRANSFEREES' TEACHING EXPERIENCE IN OTHER COUNTRIES ACCORDING TO PARTS OF THE QUESTIONNAIRE, MARITAL STATUS AND SEX

Part A						Part B				Part C				Part D				Part E				Part F									
Teaching		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.							
Experience	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T						
0 - 2	3	3	8	2	16	4	4	4	8	4	20	3	3	6	5	17	2	4	7	5	18	4	1	7	3	15	4	7	13	6	30
3 - 5									1		1			1		1			1		1			1		1		1	2	3	
6 - 8				1	1									1		1				1								1	1	1	
9 - 11				1	1			1	1		2		1	1	1	2		1	1	1	3	1				1	1			1	
12 and over										1	1			1		1								1	1						
Totals	3	4	8	3	18	4	5	10	5	24	3	4	8	7	22	2	5	9	7	23	5	1	8	4	18	5	7	14	9	35	





TABLE XXIV

TRANSFEREES' TEACHING EXPERIENCE WITH THE EDMONTON PUBLIC SCHOOL SYSTEM ACCORDING TO PARTS OF THE QUESTIONNAIRE, TRANSFEREES' MARITAL STATUS AND SEX

Teaching Experience	Part A				Part B				Part C				Part D				Part E				Part F									
	Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.							
	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T					
0 - 2	1	4	8	13	1	1	5	9	16	1	2	5	12	20	1	2	5	9	17	2	1	4	6	13	2	3	7	17	29	
3 - 5	4	2	6	9	21	4	4	9	14	31	3	1	8	12	24	2	3	8	10	23	3	1	8	5	17	2	3	13	20	38
6 - 8	2	5	2	9	1	1	4	2	8	1	2	5	5	13	1	2	4	6	13	1	3	5	9	1	4	10	8	23		
9 - 11	1	2	1	4	1	4	2	7	1	2	3	6	1	3	3	7	1	2	2	5	1	5	3							
12 and over	2	2		4	4	3	2	1	6	2	2	1	5		2	3	1	6		1	2	2	5	5	4	2	1			
Totals	4	8	19	20	51	6	10	24	28	68	5	8	22	33	68	4	10	23	29	66	7	3	19	20	49	6	15	39	50	110



TABLE XXV

PROFESSIONAL TRAINING OF TRANSFEREES, ACCORDING TO PARTS OF THE QUESTIONNAIRE,  
TRANSFEREES' MARITAL STATUS AND SEX

Profes. Training	Part A			Part B			Part C			Part D			Part E			Part F														
	Sin. Mar.			Sin. Mar.			Sin. Mar.			Sin. Mar.			Sin. Mar.			Sin. Mar.														
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T												
1 year	1	4	11	16	1	5	11	17	1	4	10	15	6	11	17	1	2	6	9	1	7	1	19	28						
2 yrs.	1	2	6	9	1	3	10	14	1	3	10	14	1	3	8	12		2	4	6	3	5	17	25						
3 yrs.	4	1	5	10	1	5	4	10		3	5	8		5	3	8		1	3	4	1	5	3	9						
B.A.	2	2	1	5	3	1	3	7	1	2	5	8	1	2	3	6	2	1	3	6	2	1	6	4	13					
B.Sc.	3	2	1	6	3	3	1	7	3	1	4	2	10	2	1	4	1	8	2	1	3	2	5	3	13					
B.Ed.	4	3	15	5	27	4	2	16	7	29	4	4	16	11	35	3	4	15	1	23	5	1	15	8	29	53				
M.A.					1		1	2			1	1			1	1														
M.Ed.	1			1		2		2			1				3	1	4		2	2	4	1	2	3						
M.Sc.											1																			
B.P.E.					1		1	2	1		1	2			1	1	1		1	2	1			1						
Totals	8	10	26	25	69	9	13	30	38	90	9	11	30	45	95	5	13	32	30	80	11	4	24	29	68	12	20	53	60	145



TABLE XXVI

TRANSFEREES SEEKING ADDITIONAL QUALIFICATIONS, ACCORDING TO PARTS OF THE QUESTIONNAIRE, TRANSFEREES' MARITAL STATUS AND SEX

Additional Qualifications	Part A				Part B				Part C				Part D				Part E				Part F									
	Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.							
	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T					
Yes	3	3	14	12	32	5	5	15	15	40	4	4	10	17	35	4	5	12	16	37	5	2	10	10	27	4	9	25	27	65
No	1	5	6	7	19	4	8	12	24	24	1	3	10	14	28	3	10	12	25	1	8	10	19	2	7	12	21	42		
Totals	4	8	20	19	51	5	9	23	27	64	5	7	20	31	63	4	9	22	28	62	5	3	18	20	46	6	16	37	48	107

TABLE XXVII

ADDITIONAL QUALIFICATIONS SOUGHT BY TRANSFEREES ACCORDING TO PARTS OF THE QUESTIONNAIRE, TRANSFEREES' MARITAL STATUS AND SEX

Additional Qualifications Sought	Part A				Part B				Part C				Part D				Part E				Part F									
	Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.							
	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T					
Matric.		1		2	3		1		1	2					2					1					1	3	4			
2 yrs.				1	1				1	1					1					1						3	3			
3 yrs.				1	1			1	1	2			2	2	2					1				1		2	3			
B.A.	1			2	3		1			2		1	4	5	1					1				1		3	4			
B.Sc.		1			1							1		1						1					1		1			
B.Ed.	2	4	6	12	1	4	5	10	20	1	2	2	10	15	1	3	4	7	15	2	1	2	5	10	2	6	17	31		
Diploma		1	2		3			1	2	3		1	1	2			1	2	3			1	1	2	3	1	4			
M.A.	2		4		6	2		4		6	1	2		3	1		2	1	4	1		3	1	5	1	10	11			
M.Ed.		1		1	1	1		1	2	2	1	1	1	2	1		1		2	1		1		2	1	1	2			
M.Sc.							1		1	1		1		1			1		1			1		1		1	1			
Ph.D.							1		1	1		2		3		1	1		2			1		2		1	1	2		
Totals	3	2	12	14	31	5	4	15	16	40	4	3	10	18	35	4	4	12	19	39	5	2	11	12	30	4	7	26	29	66





TABLE XXVIII

TYPES OF SCHOOLS TEACHERS TRANSFERRED FROM ACCORDING TO PARTS OF THE  
QUESTIONNAIRE, TRANSFERREES' MARITAL STATUS AND SEX

Type	Part A			Part B			Part C			Part D			Part E			Part F														
	Sin. Mar.			Sin. Mar.			Sin. Mar.			Sin. Mar.			Sin. Mar.			Sin. Mar.														
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T												
Elementary	2	5	4	11	22	2	7	5	17	31	2	5	5	15	27	1	7	6	15	29	2	2	4	7	15	1	12	9	31	53
Elementary-Junior High	1	2	10	7	20	2	2	9	9	22	3	1	7	10	21	2	1	8	9	20	3	7	6	16	4	3	17	13	37	
Junior High			3	6	9			5	6	11			7	11	18			6	8	14		4	7	11	1			8	9	
Junior-Senior High	1				1			1					1		1			1			1					1	1			
Senior High	1	3			4		2	4	1	7		1	3	1	5		2	4	1	7	1		4	1	6	1		5	1	
Totals	3	8	21	24	56	4	11	24	33	72	5	7	23	37	72	3	10	25	33	71	6	2	19	21	48	7	16	40	54	117



TABLE XXIX

TYPES OF SCHOOLS TEACHERS TRANSFERRED TO ACCORDING TO PARTS OF THE  
QUESTIONNAIRE, TRANSFERREES' MARITAL STATUS AND SEX

Types of Schools	Part A			Part B			Part C			Part D			Part E			Part F														
	Sin.		Mar.	Sin.		Mar.	Sin.		Mar.	Sin.		Mar.	Sin.		Mar.	Sin.		Mar.												
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T												
Elementary	2	5	4	7	18	2	7	5	12	26	2	5	5	10	22	1	7	5	11	24	2	2	3	7	14	1	11	8	23	43
Elementary-Junior High	2	6	4	12			2	6	7	15		1	7	9	17		1	7	8	16			5	4	9		3	12	14	29
Junior High		4	9	13			6	9	15			2	11	13			5	8	13			3	6	9			8	11	19	
Junior-Senior High																											1			
Grades 1 - 12							1			1		1		1		1		1					1			1				
Senior High	1	1	5	1	8	2	2	5	3	12	3	1	6	5	15	2	2	6	5	15	4		7	4	15	6		9	4	19
Special Ed'n	2				2	2				2	1				1	1				1	1					1	1			
University Demon'n School																			1	1				1						
Hospital Home- bound							1																					1	1	2
Totals	5	8	20	21	54	6	11	23	31	71	6	7	21	35	69	4	10	24	33	71	7	2	19	22	50	8	15	39	53	115



TABLE XXX

POSITIONS HELD BY TRANSFEREES PRIOR TO TRANSFER ACCORDING TO PARTS OF THE  
QUESTIONNAIRE, TRANSFEREES' MARITAL STATUS AND SEX

Positions Held	Part A				Part B				Part C				Part D				Part E				Part F									
	Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.		Sin.		Mar.							
	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T	M	F	M	F	T					
Elementary grades	4	6	4	13	27	4	9	4	18	34	3	6	6	15	30	2	8	6	17	33	3	2	4	8	17	2	15	10	35	62
Junior High	1	1	12	9	23	1	1	14	11	27	2	14	17	33	1	13	12	26	2	10	11	23	4	23	14	4	23	14	41	
Senior High	1	2	1	4	4	2	3	3	8	2	3	5	1	3	4	8	3	3	6	4	3	7								
Principal																1	1													
Vice-Principal	1	1			2	1	1			2	2	1	1	3	2	1	1	3	1	1	2	2	2	3		5				
Guidance-Drama Specialist										1						1	1	1			1	1	1				1		1	
Industrial Arts--																														
Home Economics	1				1					1			1		1		1	1			1	1	1	2		3				
Physical Educ'n																														
Specialist	4				4	1	1	2		4	1	1	2	4	1	3	4	2	1	1	4	1		3						
Consultant/ Coordinator																	1	1		1	1									
Totals	5	9	24	23	61	6	13	26	32	77	6	9	26	35	76	4	11	29	34	78	8	4	20	23	55	7	18	46	52	123



TABLE XXXI

POSITIONS HELD BY TRANSFEREES FOLLOWING TRANSFER, ACCORDING TO PARTS OF THE QUESTIONNAIRE, TRANSFEREES' MARITAL STATUS AND SEX

Positions Held	Part A			Part B			Part C			Part D			Part E			Part F														
	Sin. Mar.			Sin. Mar.			Sin. Mar.			Sin. Mar.			Sin. Mar.			Sin. Mar.														
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T												
Elementary grades	2	5	3	6	16	27	1	5	6	10	22	1	7	4	13	25	2	2	7	12	10	27	50							
Junior High	1	8	10	19	1	8	12	21	1	7	15	23	1	9	10	20	1	6	7	14	14	15	29							
Senior High	1	1	4	1	7	1	2	3	3	9	2	4	5	11	1	3	5	10	2	5	4	11	4	6	4	14				
Principal	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
Vice-Principal	1	2	3	3	1	4	5	1	4	5	1	5	1	5	6	1	4	1	6	2	6	6	6	6	6	6				
Guidance-Drama Specialist	1	1	1	3	1	1	2	1	1	1	2	1	1	1	3	1	1	1	3	1	1	2	1	5	1	5				
Industrial Arts-Home Economics																									1	1				
Physical Educ'n Specialist/Consultant/Coordinator	3	3	3	1	3	4	1	2	1	4	1	2	3	1	2	3	1	2	3	1	2	3	3	3	3	3				
Demonstrator for Fac. of Ed.																														
Totals	3	9	22	19	53	4	11	25	29	69	5	8	23	32	68	3	11	25	30	69	7	3	20	21	51	13	16	41	40	111





## APPENDIX B



# TEACHER MOBILITY QUESTIONNAIRE

Camrose, Alberta  
April 2, 1963

Fellow Educator:

I would like to solicit your assistance in gathering data for my thesis entitled "A Study of the Causes of Teacher Transfer Within the Edmonton Public School System." Through the kind cooperation of the administrative office of the Edmonton Public School System, I was able to secure the names and addresses of about 300 teachers who either transferred to different teaching positions between June and September, 1961 or who requested transfers during the term, September 1961 to June 1962. Since you are one of these teachers, I am asking you to please complete the attached questionnaire. The time required should be only about 35 minutes.

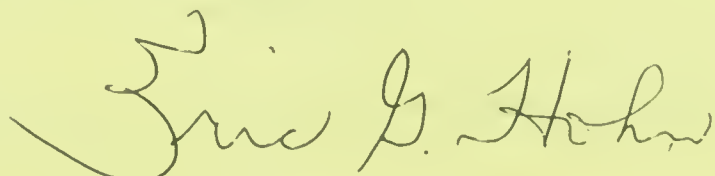
The intent of this research is to investigate the causes of teacher transfer within the Edmonton Public School System and to subsequently attempt to discover the extent to which teacher transfer results from job dissatisfaction. The study should yield some recommendations for the reduction of teacher transfer and its indirect results such as administrative inconvenience, staff instability, loss of school and staff morale and instructional efficiency. The data gathered will be analyzed and presented in written form for the use of all interested teachers.

Your cooperation is sincerely requested in the completion of the attached questionnaire which is designed to determine some of the causes of teacher transfer. Would you please answer the questionnaire and forward it directly to the undersigned using the envelope provided. As I am keenly aware of the need for strict security measures in this type of project, special precautions have been taken to ensure the anonymity of the participants. NO NAMES AND ADDRESSES of any kind ARE REQUIRED. Your responses are completely anonymous. Please feel free to respond to the instrument carefully and with complete frankness. In order that I may obtain maximum value from the study, might I emphasize that you should RESPOND TO EVERY APPLICABLE ITEM in SECTION 2 of the questionnaire. Your response to each item should be indicated in TWO ways, by circling the NUMBER at the left of the item and by circling the LETTER(s) at the right of the item.

You may be interested in some information about me. I have had ten years teaching experience in Alberta schools in various grades from one to twelve, all in the Camrose area. My last teaching position was vice-principal of an eight room rural centralization at Round Hill. I then enrolled at the University of Alberta on a Kellogg Fellowship in a program leading to a M.Ed. degree in Educational Administration. The research project mentioned above that you are being asked to participate in represents the completion of my M.Ed. program. Since September 1962, I have been employed by the Camrose County as a supervisor of instruction.

Thank you very much for your assistance.

Yours truly,

A handwritten signature in cursive script, reading "Eric G. Hohn". The signature is written in dark ink and is positioned above the printed name.

Eric G. Hohn

# TEACHER MOBILITY QUESTIONNAIRE

## - SECTION 1 -

### PERSONAL AND PROFESSIONAL DATA

#### 1. PERSONAL

Marital Status: Single \_\_\_\_\_ Married \_\_\_\_\_ Sex: M \_\_\_\_\_ F \_\_\_\_\_ Present Age: \_\_\_\_\_  
Present Annual Salary \_\_\_\_\_

#### 2. TEACHING EXPERIENCE:

- (a) Total years of experience in Alberta: 0-2 \_\_\_\_\_ 3-5 \_\_\_\_\_ 6-8 \_\_\_\_\_ 9-11 \_\_\_\_\_ 12 and over \_\_\_\_\_  
(b) Total years of experience in other Canadian provinces: 0-2 \_\_\_\_\_ 3-5 \_\_\_\_\_ 6-8 \_\_\_\_\_ 9-11 \_\_\_\_\_ 12 and over \_\_\_\_\_  
(c) Total years of experience in other countries: 0-2 \_\_\_\_\_ 3-5 \_\_\_\_\_ 6-8 \_\_\_\_\_ 9-11 \_\_\_\_\_ 12 and over \_\_\_\_\_  
(d) Total years of experience with the Edmonton Public School System: 0-2 \_\_\_\_\_ 3-5 \_\_\_\_\_ 6-8 \_\_\_\_\_ 9-11 \_\_\_\_\_ 12 and over \_\_\_\_\_

#### 3. PROFESSIONAL TRAINING:

- (a) Indicate training completed (Please check one or more) 1 year \_\_\_\_\_; 2 years \_\_\_\_\_; 3 years \_\_\_\_\_;  
B.A. \_\_\_\_\_; B.Sc. \_\_\_\_\_; B.Ed. \_\_\_\_\_; M.A. \_\_\_\_\_; M. Ed. \_\_\_\_\_; M. Sc. \_\_\_\_\_; D. Ed. \_\_\_\_\_; Ph. D. \_\_\_\_\_.  
(b) Are you presently working toward higher qualifications: Yes \_\_\_\_\_; No \_\_\_\_\_.  
If yes, name the qualifications you are seeking: \_\_\_\_\_

#### 4. CATEGORIZATION:

From the two categories below, check the one that fits your case:

##### Category One:

I transferred to a teaching position in September 1961 that was different from the teaching position I held in June, 1961 \_\_\_\_\_

##### Category Two:

During the period September 1961 to June 1962, I requested a transfer from my teaching position to a different position in the Edmonton Public School System but did not actually transfer from my position \_\_\_\_\_

- If you are in category one, proceed to answer question No. 5, parts A and B. DO NOT ANSWER QUESTION NUMBER 6 and its parts.  
-- If you are in category two, proceed to answer question No. 6, parts A and B. DO NOT ANSWER QUESTION NO. 5 and its parts.

#### 5. FOR CATEGORY I RESPONDENTS ONLY.

- A. By answering the following questions please describe the teaching position you held immediately prior to your present one.

Type of School – Elementary (\_\_\_\_); Elementary-Junior High (\_\_\_\_); Junior High (\_\_\_\_);  
Junior-Senior High (\_\_\_\_); Grades I-XII (\_\_\_\_); Senior High (\_\_\_\_);  
Other (specify) \_\_\_\_\_

No. of rooms in the school (\_\_\_\_);

No. of staff members (\_\_\_\_);

What was your position in this school? (Check one or more of the following)

Classroom teacher of elementary grades (\_\_\_\_); Junior high school grades (\_\_\_\_);  
Senior high school grades (\_\_\_\_); Principal (\_\_\_\_); Vice-Principal (\_\_\_\_);  
Specialist (\_\_\_\_); Name Specialty (\_\_\_\_); Other (specify) \_\_\_\_\_

- B. By answering the following questions please describe the teaching position you presently hold.

Type of School – Elementary (\_\_\_\_); Elementary-Junior High (\_\_\_\_); Junior High (\_\_\_\_);  
Junior-Senior High (\_\_\_\_); Grades I-XII (\_\_\_\_); Senior High (\_\_\_\_);

Other (specify) \_\_\_\_\_

No. of rooms in the school (\_\_\_\_);

No. of staff members (\_\_\_\_);



What is your position in this school? (Check one or more of the following)

Classroom teacher of elementary grades (\_\_\_\_); Junior high school grades (\_\_\_\_);  
Senior high school grades (\_\_\_\_); Principal (\_\_\_\_); Vice-Principal (\_\_\_\_);  
Specialist (\_\_\_\_); Name Specialty (\_\_\_\_); Other (specify)

---

6. FOR CATEGORY II RESPONDENTS ONLY.

A. By answering the following questions please describe the teaching position you were holding when you made your request for a transfer.

Type of School – Elementary (\_\_\_\_); Elementary-Junior High (\_\_\_\_); Junior High (\_\_\_\_);  
Junior-Senior High (\_\_\_\_); Grades I-XII (\_\_\_\_); Senior High (\_\_\_\_); Other (specify);

---

No. of rooms in the school (\_\_\_\_);

No. of staff members (\_\_\_\_);

What was your position in this school? (Check one or more of the following)

Classroom teacher of elementary grades (\_\_\_\_); Junior high school grades (\_\_\_\_);  
Senior high school grades (\_\_\_\_); Principal (\_\_\_\_); Vice-Principal (\_\_\_\_);  
Specialist (\_\_\_\_); Name Specialty (\_\_\_\_); Other (specify)

---

B. By answering the following questions please describe the teaching position to which you have asked to be transferred.

Type of School – Elementary (\_\_\_\_); Elementary-Junior High (\_\_\_\_); Junior High (\_\_\_\_);  
Junior-Senior High (\_\_\_\_); Grades I-XII (\_\_\_\_); Senior High (\_\_\_\_); Other (specify)

---

No. of rooms in the school (\_\_\_\_);

No. of staff members (\_\_\_\_);

By checking one or more of the following, please describe the teaching position in this school into which you asked to be placed.

Classroom teacher of elementary grades (\_\_\_\_); Junior high school grades (\_\_\_\_);  
Senior high school grades (\_\_\_\_); Principal (\_\_\_\_); Vice-Principal (\_\_\_\_);  
Specialist (\_\_\_\_); Name Specialty (\_\_\_\_); Other (specify)

---

- SECTION 2 -

The remainder of this questionnaire is to be completed by all respondents. Most of the items in this section of the questionnaire can be answered by circling the appropriate numbers and letters.

Method of Responding:

(1) If the factor dealt with in an item was PRESENT in YOUR particular SITUATION, CIRCLE the NUMBER to the LEFT of the item, and then

(2) EITHER

CIRCLE the LETTER "D" to the RIGHT of the item if the factor had a decided influence on your decision to transfer or request a transfer to a different teaching position.

OR

CIRCLE the LETTER "M" to the RIGHT of the item if the factor had a moderate influence on your decision to transfer or request a transfer to a different teaching position.

OR

CIRCLE the LETTER "S" to the RIGHT of the item if the factor had a slight influence on your decision to transfer or request a transfer to a different teaching position.

OR

CIRCLE the LETTER "N" to the RIGHT of the item if the factor had no influence on your decision to transfer or request a transfer to a different teaching position.

If an item contains a factor that was NOT PRESENT in YOUR SITUATION, DO NOT CIRCLE the NUMBER to the left OR the LETTER(s) to the RIGHT – OMIT THE ITEM.

PLEASE RESPOND TO EVERY ITEM THAT  
IS APPLICABLE IN YOUR CASE

Remember, when you respond to an item, you must do so in TWO ways, first by circling the NUMBER to the LEFT of the item, and second, by circling the appropriate LETTER(s) to the RIGHT of the item.

PART A  
SCHOOL – COMMUNITY FACTORS

For purposes of this study, a school community is defined as a school's attendance area, i.e. the geographical area from which the school draws its student population.

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. The school community exercised unreasonable restriction on the personal, civic, social, lives of teachers.   | D | M | S | N |
|   | D | M | S | N |
| 2. School – community factions and pressure groups were too influential.  | D | M | S | N |
| 3. The school – community's restriction on free inquiry and discussion in the classroom was unreasonable.   | D | M | S | N |
| 4. The school – community had the attitude that teaching is an easy and trivial job   | D | M | S | N |
| 5. The school – community had the attitude that teachers are overpaid.  | D | M | S | N |
| 6. A religious prejudice existed in the school – community.   | D | M | S | N |
| 7. The school – community failed to respect and accept teachers as professional people.   | D | M | S | N |
| 8. The school – community displayed a lack of parental interest in school affairs   | D | M | S | N |
| 9. The school – community lacked prestige because the socio-economic status of the average resident was relatively low.   | D | M | S | N |
| 10. The school – community living and housing conditions were unsatisfactory for teachers.  |   |   |   |   |
|   | D | M | S | N |
| 11. I preferred teaching (Respond to <u>EITHER</u> PART (a) <u>OR</u> PART (b), <u>NOT BOTH</u> )   |   |   |   |   |
| (a) in a district with lower socio-economic status, lower levels of aspiration, and a less intense interest in social and financial success and achievements.   | D | M | S | N |
| (b) in a district with higher socio-economic status, higher levels of aspiration, and a more intense interest in social and financial success and achievements. | D | M | S | N |
| Other reasons (specify)   |   |   |   |   |



# PART B

## ADMINISTRATION AND SUPERVISORY FACTORS

In questions 12 to 21 inclusive, information is being sought about the influence on teachers of certain behaviorial patterns of the administrative officials. Each question pertains to a different behavioral pattern. As in Part A, CIRCLE the NUMBER at the left of the item if the factor described was PRESENT in YOUR situation. If the factor described in an item was NOT PRESENT in YOUR situation - OMIT THE ITEM. The usual four letters, D M S N, are placed to the right of each administrative official listed. In EVERY question that is applicable, and for EVERY official that is applicable, CIRCLE the appropriate letters to indicate the influence of EVERY official's behavioral pattern on your decision to transfer or request a transfer to a different teaching position.

12. The following administrative official or officials was/were unfriendly and unapproachable.

- (a) Principal. . . . . D M S N  
 (b) Vice-Principal . . . . . D M S N  
 (c) Department Head(s). . . . . D M S N

Other administrative, supervisory official(s), specify below

- (d) \_\_\_\_\_ . . . . . D M S N  
 (e) \_\_\_\_\_ . . . . . D M S N  
 (f) \_\_\_\_\_ . . . . . D M S N

13. The following administrative official or officials failed to offer leadership to help teachers solve their problems.

- (a) Principal. . . . . D M S N  
 (b) Vice-Principal . . . . . D M S N  
 (c) Department Head(s). . . . . D M S N

Other administrative, supervisory official(s), specify below

- (d) \_\_\_\_\_ . . . . . D M S N  
 (e) \_\_\_\_\_ . . . . . D M S N  
 (f) \_\_\_\_\_ . . . . . D M S N

14. The following administrative official or officials lacked consideration for other staff members.

- (a) Principal . . . . . D M S N  
 (b) Vice-President . . . . . D M S N  
 (c) Department Head(s) . . . . . D M S N

Other administrative, supervisory official(s), specify below

- (d) \_\_\_\_\_ . . . . . D M S N  
 (e) \_\_\_\_\_ . . . . . D M S N  
 (f) \_\_\_\_\_ . . . . . D M S N

15. The following administrative official or officials sought publicity and praise at the expense of the staff

- (a) Principal. . . . . D M S N  
 (b) Vice-Principal . . . . . D M S N  
 (c) Department Head(s). . . . . D M S N

Other administrative, supervisory official(s), specify below

- (d) \_\_\_\_\_ . . . . . D M S N  
 (e) \_\_\_\_\_ . . . . . D M S N  
 (f) \_\_\_\_\_ . . . . . D M S N

16. The following administrative official or officials failed to appreciate and praise conscientious effort by staff members.

- (a) Principal. . . . .D M S N  
(b) Vice-Principal . . . . .D M S N  
(c) Department Head(s). . . . .D M S N  
Other administrative, supervisory official(s), specify below  
(d) \_\_\_\_\_ . . . . .D M S N  
(e) \_\_\_\_\_ . . . . .D M S N  
(f) \_\_\_\_\_ . . . . .D M S N

17. The following administrative official or officials failed to appreciate and praise desirable results produced by staff members.

- (a) Principal. . . . .D M S N  
(b) Vice-Principal . . . . .D M S N  
(c) Department Head(s) . . . . .D M S N  
Other administrative, supervisory official(s), specify below  
(d) \_\_\_\_\_ . . . . .D M S N  
(e) \_\_\_\_\_ . . . . .D M S N  
(f) \_\_\_\_\_ . . . . .D M S N

18. The following administrative official or officials was/were unfair and discriminated against certain staff members.

- (a) Principal. . . . .D M S N  
(b) Vice-Principal . . . . .D M S N  
(c) Department Head(s). . . . .D M S N  
Other administrative, supervisory official(s), specify below  
(d) \_\_\_\_\_ . . . . .D M S N  
(e) \_\_\_\_\_ . . . . .D M S N  
(f) \_\_\_\_\_ . . . . .D M S N

19. The following administrative official or officials failed to support teachers' decisions, thereby breaking down staff coherence and co-operation.

- (a) Principal. . . . .D M S N  
(b) Vice-Principal . . . . .D M S N  
(c) Department Head(s). . . . .D M S N  
Other administrative, supervisory official(s), specify below  
(d) \_\_\_\_\_ . . . . .D M S N  
(e) \_\_\_\_\_ . . . . .D M S N  
(f) \_\_\_\_\_ . . . . .D M S N

20. The following administrative official or officials chose to please pupils and parents at the expense of teachers.

- (a) Principal. . . . .D M S N  
(b) Vice-Principal . . . . .D M S N  
(c) Department Head(s). . . . .D M S N  
Other administrative, supervisory official(s), specify below  
(d) \_\_\_\_\_ . . . . .D M S N  
(e) \_\_\_\_\_ . . . . .D M S N  
(f) \_\_\_\_\_ . . . . .D M S N

21. The following administrative official or officials undermined staff morale.

(a) Principal. . . . . D M S N

(b) Vice-Principal . . . . .D M S N

(c) Department Head(s). . . . .D M S N

Other administrative, supervisory official(s), specify below

(d) \_\_\_\_\_ . . . . .D M S N

(e) \_\_\_\_\_ . . . . .D M S N

(f) \_\_\_\_\_ . . . . .D M S N

22. General supervision was unfairly allocated. . . . .D M S N

23. Insufficient number of department or grade-level meetings were held. . . . .D M S N

24. Supervision of instructional technique was carried too far (insufficient freedom to  
work out one's own ideas.). . . . .D M S N

25. Lines of communication between the Principal and staff were not well established. . . . .D M S N

26. Poor administrator-staff communication resulted in staff members being placed  
in embarrassing and untenable positions . . . . .D M S N

27. New teachers were not given adequate help in the form of administrative leadership. . . . .D M S N

28. New teachers were not give adequate inspiration and motivation. . . . .D M S N

29. New teachers were not given adequate help in the form of orientation programs . . . . .D M S N

30. New teachers were not given adequate help in the form of in-service training. . . . .D M S N

31. Instructional leadership from consultants and specialists was lacking. . . . .D M S N

32. General supervision was too rigid, inflexible, authoritative. . . . .D M S N

33. General supervision was too lax, inconsistent, permissive . . . . .D M S N

34. General supervision was difficult because lines of authority were not well defined . . . . .D M S N

35. General supervision was difficult because consistent adherence to established  
policies was not maintained. . . . .D M S N

36. Other reasons (specify)

In parts C, D, E and F which follow, respond in the same manner  
as you did in Part A.

PART C  
PUPIL FACTORS

- |  |   |   |   |   |
|--|---|---|---|---|
| 37. There was too little relief from pupil contact during the school day. . . . .  | D | M | S | N |
| 38. Pupils were difficult to understand and work with. . . . .   | D | M | S | N |
| 39. Parental co-operation was lacking. . . . .   | D | M | S | N |
| 40. Pupils were too disrespectful and had delinquent tendencies . . . . .  | D | M | S | N |
| 41. Pupils' deportment made maintenance of discipline very difficult. . . . .  | D | M | S | N |
| 42. Pupils lacked a desire to learn, had poor attitudes, and study habits. . . . .   | D | M | S | N |
| 43. Large classes made it impossible to give each pupil adequate help and guidance . . . . .   | D | M | S | N |
| 44. The grade levels and/or groups within my class were not compatible, (e.g. a bright<br>grade six group combined with a slow grade seven group.) . . . . . | D | M | S | N |
| 45. There were too many dull and slow pupils to teach, resulting in poor class achievement. .  | D | M | S | N |
| 46. Too many parents expected special favors for their children. . . . .   | D | M | S | N |
| 47. Pupils were poorly prepared for my classes. . . . .  | D | M | S | N |
| 48. Other reasons (specify)  |   |   |   |   |



PART D  
WORKING CONDITIONS

49. The staff was unfriendly and formed cliques. . . . .D M S N
50. Too large an age spread existed throughout the staff . . . . .D M S N
51. The building and facilities were unsatisfactory. . . . .D M S N
52. The staff (Respond to either Part (a) or Part (b), NOT BOTH)
- (a) was too small. . . . .D M S N
- (b) was too large . . . . .D M S N
53. A lack of teaching aids, materials and equipment existed . . . . .D M S N
54. Too many non-teaching activities such as plays, athletics, clubs, collections,  
etc. were required. . . . .D M S N
55. Too much outdoor playground supervision was required. . . . .D M S N
56. Too many P.T.A.'s, faculty meetings, workshops, and Teachers' Association  
meetings were required. . . . .D M S N
57. Incompatibility which existed between other staff members and myself resulted  
in unpleasant relationships and occurrences . . . . .D M S N
58. There were too many class interruptions. . . . .D M S N
59. Too many home visitations were required. . . . .D M S N
60. The school had a poor academic record. . . . .D M S N
61. The teaching load was too unevenly distributed among staff members . . . . .D M S N
62. There was a lack of opportunity for advancement of staff members to  
supervisory, administrative positions . . . . .D M S N
63. Time for planning, preparing and evaluating teaching activities was lacking . . . . .D M S N
64. Established staff routine at this school was too confining, too rigid  
(no time to have coffee, smoke, or relax during the day). . . . .D M S N
65. Teachers were required to teach subjects in which they lacked adequate preparation. . . .D M S N
66. Established teachers failed to help new teachers. . . . .D M S N
67. The future outlook for improvement in working conditions was too discouraging . . . . .D M S N
68. Other reasons (Specify)

PART E  
TRAINING AND PROFESSIONAL FACTORS

- |  |   |   |   |   |
|--|---|---|---|---|
| 69. I was unable to utilize my specialized training. . . . .   | D | M | S | N |
| 70. I was not adequately prepared in the teaching techniques and methodology<br>required at the level I was teaching. . . . .              | D | M | S | N |
| 71. My university courses lacked the content necessary at the level I was teaching . . . . .   | D | M | S | N |
| 72. At the level I was teaching, too wide a gap existed between the theory in the<br>university courses and the school practices . . . . . | D | M | S | N |
| 73. At this school, undue staff pressure was applied so teachers would take<br>additional university courses periodically. . . . .         | D | M | S | N |
| 74. The staff lacked interest and enthusiasm in professional activities. . . . .   | D | M | S | N |
| 75. The teachers were not respected for their competence in their teaching areas . . . . .   | D | M | S | N |
| 76. The staff members made no effort to maintain academic standards within the school . . . .  | D | M | S | N |
| 77. Other reasons (specify)  |   |   |   |   |

PART F  
PERSONAL AND FAMILY FACTORS

- |  |   |   |   |   |
|--|---|---|---|---|
| 78. My family moved or planned to move. . . . .  | D | M | S | N |
| 79. I wished to be closer to my residence . . . . .                                    | D | M | S | N |
| 80. I wished to be closer to my husband's (wife's) place of employment . . . . .       | D | M | S | N |
| 81. The position offered little opportunity to meet the opposite sex. . . . .          | D | M | S | N |
| 82. I wished to be closer to the university . . . . .                                  | D | M | S | N |
| 83. I desired experience at a different grade level . . . . .                          | D | M | S | N |
| 84. I desired a change. . . . .  | D | M | S | N |
| 85. I was unable to identify myself positively with this school and community. . . . . | D | M | S | N |
| 86. I desired to broaden by experience . . . . .                                       | D | M | S | N |
| 87. Other members of my family wanted a change. . . . .                                | D | M | S | N |
| 88. Other reasons (specify)  |   |   |   |   |

PART G  
FOR CATEGORY I RESPONDENTS ONLY  
CHANGES NECESSARY BEFORE YOU WOULD RETURN  
TO YOUR FORMER POSITION

List below the changes which would be necessary before you would consider returning to the position from which you have transferred. Please be specific. This is one of the most important parts of this questionnaire.

PART H  
FOR CATEGORY II RESPONDENTS ONLY  
CHANGES NECESSARY BEFORE YOU WOULD  
REMAIN IN YOUR PRESENT POSITION

List below the changes which would be necessary before you would consider remaining in your present position from which you have requested a transfer. Please be specific. This is one of the most important parts of this questionnaire.



## PART I

There may have been other reasons not treated in this questionnaire for your transfer or request to transfer. In the space below, state any such reasons.

### FINAL CHECK:

- Have you responded to every item that is applicable in YOUR case?
- Have you responded to each applicable item in TWO ways, first by circling the NUMBER to the LEFT of the item, and second, by circling the LETTER(s) to the RIGHT of the item?
- Thank you very much for your effort and assistance.
- Now please place the completed questionnaire into the stamped, self-addressed envelope provided and mail.

Camrose, Alberta  
May 15, 1963

Fellow Teacher:

Just a Reminder

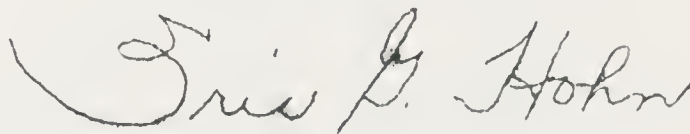
In early April I mailed about 300 Teacher Mobility Questionnaires to teachers in the Edmonton Public School System. To this date only about 115 have been returned; in order to assure a reasonably high degree of reliability in my findings, I need a return of at least 270.

I realize that many activities vie for a teacher's time, especially at this time of year. As a result, you have probably overlooked the questionnaire in the host of other tasks that teachers have to perform. If you have not yet completed your copy of the questionnaire could I ask you to please spend about 35 minutes to complete and forward it to the undersigned in the stamped, self-addressed envelope provided.

I really need your frank responses to this questionnaire. Please complete and return it at your earliest convenience. Thank you very much.

If you have completed and returned your questionnaire, just ignore this reminder.

Yours fraternally,

A handwritten signature in cursive script that reads "Eric G. Hohn". The signature is fluid and written in dark ink.

Eric G. Hohn



Camrose, Alberta  
June 10th, 1963

Dear Reader:

D O   I T   T O D A Y !

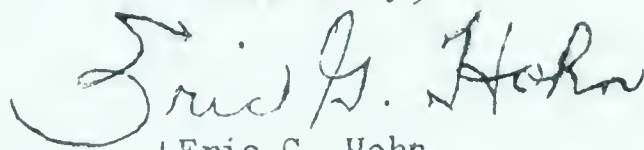
I hope you do not feel that I am pestering you, but I would very much like to have a 90% return of the Teacher Mobility Questionnaire that was distributed about a month and a half ago. This high percentage of return is essential if my study is to achieve a high degree of reliability. Thus far, of the 289 questionnaires sent out, 163 have been returned. Your questionnaire--and about 124 more--are urgently needed prior to the closing of the 1962-1963 school year.

Please take a few minutes to complete the enclosed questionnaire. To facilitate the return, I have enclosed a stamped addressed envelope.

I bet you won't let me down!

Please ignore this note if your questionnaire has been returned.

Yours truly,

  
Eric G. Hohn







**B29824**